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ABSTRACT

Evaluation studies for 68 sets of social studies curriculum project materials developed in the sixties and seventies are identified. The reports include data from actual use of K-12 materials in teacher training and classroom situations. Three major data bases were searched in the spring of 1976 to identify existing evaluation studies: the ERIC collection, Dissertation Abstracts International, and the curriculum materials background collection of the Social Science Education Consortium's Resource and Demonstration Center. The document, arranged alphabetically according to the title of the materials, provides basic information including the author, developer, editor; the publisher and address; the publication data; the grade level; and the subject area of the materials. Following this descriptive information the evaluation studies on the materials are listed alphabetically by author. Basic bibliographic information is given for each evaluation study followed by an annotation. Each annotation contains a statement of the purpose of the study, including the variables that were examined; a description of the size and nature of the sample used in the study; and an indication as to whether the study was summative or formative. No evaluation studies were found for about one-third of the materials. These studies are identified with a statement "No evaluation reports available" to save the user who might be interested in such studies the effort of a fruitless search. (Author/JR)

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EVALUATION STUDIES ON "NEW SOCIAL STUDIES" MATERIALS

by

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EVALUATION STUDIES ON "NEW SOCIAL STUDIES" MATERIALS

by

Karen B. Wiley and Douglas P. Superka

Introduction

Question: If our school district were to adopt these materials, what effects might we expect them to have on student achievement and attitudes and on teachers' classroom behavior?

This often goes without an answer. Curriculum decision makers find they can only make guesses about likely effects of materials, because solid evidence is lacking or inaccessible.

The purpose of this annotated bibliography is to help remedy this situation.

Many of the "new social studies" materials have been evaluated--some quite thoroughly, many at least partially. However, curriculum decision makers typically have difficulty in identifying all the evaluative studies relevant to the several sets of materials they are comparing for possible adoption. They simply do not have the resources or time to do a thorough search of the published and unpublished literature on materials evaluation.

In order to give curriculum decision makers readier access to pertinent evaluative information on materials, we have listed and annotated in this volume all the available evaluation studies we could identify for 68 sets of social studies curriculum materials. We hope that this will help educators come up with better answers to the question above.

What Materials Are Included?

Our original intention was to identify evaluation studies on only the "new social studies" project materials funded by the federal government. However, since the "new social studies" movement of the sixties, many fine commercially developed materials have also appeared, often

matching the project materials in quality and sometimes improving on them. These, too, are receiving wide consideration in the local adoption process; hence, evaluative studies on commercially developed materials are of as great an interest to educators as studies on project materials.

Our starting point for selection of materials to be included was the *Social Studies Curriculum Materials Data Book* of the Social Science Education Consortium. All of the packages analyzed in the Project Materials section of that book and all major series in the Textbook section as of October 15, 1975, are included in this volume. In addition, selected materials from the Supplementary Materials and the Teacher Resource Materials sections are included. We have not searched for evaluation studies on any items in the Games and Simulations section, although we believe that would be a worthwhile undertaking for someone in the future. We also included a few materials--some recently published, some published before 1970--that are not analyzed in the *Data Book*. These are items that we knew to be popular adoption items and to have been evaluated but which, for various reasons, have not been put into the *Data Book*.

Certainly we have not been able to include all social studies materials for which evaluation data are available and which are of interest to adopters. We hope that in the future we will be able to expand on this volume and include a wider range of materials. In the interim, we hope that the developers and publishers of excluded materials will accept our apologies.

What Kinds of Evaluative Studies Are Included?

"Materials evaluation" can mean many things: armchair review by scholars, student and teacher testimonials, open-ended but systematic feedback from users, and tightly controlled experiments. We decided to focus our search on the latter end of the scale--reports of findings from efforts to obtain systematic data from actual use of materials in teacher training and classroom situations. This is the kind of information that is most difficult for evaluators to generate and most difficult for decision makers to locate. We hope that the presumably empirical studies such as we have included in this volume will help decision makers in locating evidence that will enable them to make well-grounded predictions about the likely effects of different materials.

We have included only reports that can be obtained easily by curriculum decision makers--articles in journals, documents available through ERIC, reports widely distributed by publishers or projects or professional associations, and doctoral dissertations available through University Microfilms. We did uncover a few evaluation reports that were not available through such general-distribution sources, and where possible, we put these into the ERIC system. If this was not possible, however, we did not include them in our listing, since an inaccessible report would be of no use to decision makers.

How Were the Studies Identified?

Three major data bases were searched in the spring of 1976 in order to identify the existing evaluation studies on the 68 sets of materials: the ERIC collection, *Dissertation Abstracts International*, and the curriculum materials background collection of the Social Science Education Consortium's Resource and Demonstration Center. From these searches, a master list of items was compiled. Then, letters were sent to the developers, authors, and/or publishers of each set of materials asking them if the list was complete to their knowledge. About half responded saying the list was complete, adding items we had missed, or striking items that were not relevant. A few of those who did not respond were recontacted in order to clear up specific doubts and questions we had. However, on the basis of available information, we decided against contacting the remaining parties a second time.

For about one-third of the materials selected, we found no evaluation studies and stated "No evaluation reports available." These items were left in to save the reader who might be interested in such studies the effort of a fruitless search. For the materials for which we found evaluation reports, the distribution among materials varies tremendously. About one-half of the materials have from one to four evaluation reports. The numbers for others range as high as 19 (*Geography in an Urban Age*), 21 (*Man: A Course of Study*), and 25 (*Anthropology Curriculum Project*). These three projects account for approximately one-third of the 192 evaluation reports cited in this study.

How Is This Bibliography Organized?

Materials for which evaluation studies were sought are listed in the pages that follow. They are ordered alphabetically according to the title of the materials. Under each materials title is given some basic information about those materials: the author/developer/editor, the publisher and its address, the publication date, the grade level, and the subject area of the materials.

Following this descriptive information the evaluation studies on the materials are listed alphabetically by author (or title, if there is no author). Basic bibliographic information is given for each study. In addition, if the document is in the ERIC system, the ED number is given. (Some newly acquisitioned ERIC documents will have an SO number instead of an ED number. These SO-numbered documents can be located in the ERIC system by finding the ED number in the "Accession Number Cross Reference Index," located in the back of a recent edition of *Resources in Education*.) If the document is available through University Microfilms, the *Dissertation Abstracts* order number is given.

Each evaluation study is annotated. Each annotation contains three basic kinds of information: (1) a statement of the purpose of the study, including the variables that were examined; (2) a description of the size and nature of the sample used in the study; and (3) in parentheses at the end of the annotation, an indication as to whether the study was summative or formative. By *summative*, we simply mean that the study used the final version of the materials; by *formative*, we mean that the results of the study were used to revise the materials before final publication. In some cases it was not clear from the report whether the study was summative or formative; in these cases we put a question mark following our best guess.

We decided not to summarize the findings of each of the studies, even though such summaries would have been extremely useful to users of this document. The time needed to write accurate, thorough summaries of research results was beyond the resources we could allot to this project. Also, in drawing limits to the objectives of this compilation, we decided not to attempt evaluations concerning the technical quality of the included studies.

In addition to the main entries, there are six indexes. The Project Index lists the federally funded projects' names, their sponsoring professional organizations, and/or their university sponsor. The Publisher Index lists the commercial publishers of the materials included. The Materials Author/Editor Index gives the names of authors or general editors for the materials. The Investigator Index lists the authors of the evaluation studies included. A Grade Level Index and a Subject Index categorizes the curriculum materials according to suggested grade level and subject areas.

Where Can You Get Copies of the Evaluation Studies?

ERIC Documents. A large percentage of the reports listed in this volume are available through the ERIC system. If a document is available through ERIC, there will be an ED or SO number following the bibliographic information.

ERIC documents are available at a library or resource center that has an ERIC microfiche collection. If you cannot get to an ERIC collection, the documents with ED numbers can be ordered in microfiche or paper copy form through ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. The current rate structure for documents purchased through EDRS is as follows: $0.83 for one to five microfiche (there are 96 pages on one fiche) and $0.167 for each additional fiche or fraction thereof beyond five; $1.67 for one through 25 pages of paper copy, $2.06 for 26 through 50 pages, $3.50 for 51 through 75 pages, $4.67 for 76 through 100 pages, and an additional $1.34 for each 25-page increment beyond 100 pages. All orders from EDRS must be prepaid, including postage. The current book rate is $0.21 for the first 60 fiche or first 60 paper copy pages and $0.09 per each increment of 60 over the first. Since EDRS rates change occasionally and postal rates are also subject to change, the reader would be well advised to check with EDRS before ordering.

Some documents cited here are indexed in ERIC but cannot be purchased through EDRS. In these cases, the ED number is followed by the words, "Not available through EDRS." These documents must be ordered through the publisher given in the bibliographic information.

Dissertations. Most of the dissertations cited here are available in microfilm through University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106. The order number given in *Dissertation Abstracts International* (DAI) appears at the end of the bibliographic information for these items. University Microfilms charges a flat rate of $7.50 per dissertation, no matter how many pages. Orders must be prepaid and state sales tax included.

Other Documents. Items that are not followed by an ED or SO number or a DAI order number are available from the source given in the bibliographic information: either publishers, projects, professional associations, or journals. We have not provided price information for these items. Many are available in college and university libraries and school district resource centers. If you wish to order such items, you should check with the source for price information.

Annotated List of

Evaluation Studies

AFRICA SOUTH OF THE SAHARA: A RESOURCE AND CURRICULUM GUIDE

Developer: Project Africa, Carnegie-Mellon University

Publisher: Thomas Y. Crowell, Inc.
666 Fifth Avenue
New York, New York 10003

Publication Date: 1969

Grade Level: 7-10

Subject Area: World Cultures

Beyer, Barry K., William E. Garland, Sven E. Hammar, and E. Perry Hicks. *Evaluation of Africa South of the Sahara: An Inquiry Program for Grades 7-10.* Report, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project No. BR-7-0724, Grant No. OEC-3-7-070724-2970. Pittsburgh, PA: Carnegie-Mellon University, Project Africa, 1969. 139 pp. ED 038 545.

This contains the most complete report of the field trials of *Africa South of the Sahara*. Field tests were conducted in 20 schools throughout the U.S. in the spring of 1969. Seventh-, ninth-, tenth-, and 11th-grade students were involved in the trials. The experimental group was composed of 17 classes of teachers who had no previous knowledge of the materials. One control group was composed of classes of three teachers who had previously worked with the project. A second control group was composed of classes of 17 teachers not using the Project Africa materials but teaching about Africa in their normal coursework. The project evaluators obtained student and teacher reactions to various aspects of the program. Also, they examined the effects of the program on student knowledge of Africa, on student reflective thinking skills, and on student attitudes. The knowledge-of-Africa test included items on common stereotypes and misconceptions about Africa. Student intellectual skills were measured by the Watson-Glaser Critical Thinking Appraisal as well as by a project-developed inquiry skills test. A semantic differential was used to measure attitudes toward school, learning, social studies, teacher, homework, the course media, Africa, Asia, and South America. In addition, a test of student mental abilities was used to determine whether the program was as effective with average students as with above-average students. Data analysis also included correlations by sex and race. (Formative)

Beyer, Barry K., and E. Perry Hicks. *Project Africa: A Social Studies Curriculum Project to Develop and Test Instructional Materials, Teaching Guides and Content Units on the History and Culture of Sub-Saharan Africa for Use at Selected Grade Levels in Secondary Schools*. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project No. 7-0724, Contract No. OEC-3-7-070724-2970. Pittsburgh, PA: Carnegie-Mellon University, 1970. 125 pp. ED 042 673.

The fourth chapter of this final report summarizes the results of the 1969 field testing of *Africa South of the Sahara*, which are reported fully in Beyer, Garland, Hammar, and Hicks, described above. In addition, the pilot evaluation of the first version of the program is described briefly and scholarly reviews (also reported in detail in Beyer, Garland, Hammar, and Hicks) are summarized. (Formative)

AMERICAN POLITICAL BEHAVIOR

Developer: High School Curriculum Center in Government, Indiana University

Publisher: Ginn and Company
691 Spring Street
Lexington, Massachusetts 02173

Publication Date: 1972 (revisions in progress)

Grade Level: 9-12

Subject Area: American Government/Civics, Political Science

Engle, Shirley H., Howard D. Mehlinger, and John J. Patrick. *Report of the High School Curriculum Center in Government*. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Research and Development, Division of Elementary and Secondary Research, Project Nos. BR-5-0643 and BR-H-223; Contract No. OEC-6-10-274. Bloomington, IN: Indiana University, High School Curriculum Center in Government, 1972. 345 pp. ED 092 439.

Approximately one half of this final report (excluding appendices) is devoted to describing the formative and summative evaluation of *American Political Behavior*. The formative evaluation effort occurred mainly during 1968-69 and involved 41 pilot teachers who tried out the first draft of the materials. The second field trials, during 1969-70, constituted the summative evaluation effort. The purposes of summative

evaluation were to determine the effects of the course on student acquisition of facts, ideas, skills, and attitudes; and to compare APB with similar products. Eighth-, ninth-, and 12th-grade experimental and control classes were drawn from nine communities. In all, there were 475 experimental students and 458 control students. Three specially developed tests were administered. The Political Knowledge Test measured "student recall of particular generalizations and information and student ability to apply certain main ideas about political behavior to the interpretation of case examples." The Political Science Skills Test measured ability "to organize and interpret information and to make critical judgments about statements and questions." Six political attitude scales measured "impact of the treatment variable on attitudes associated with a democratic orientation." The six scales were political tolerance, political interest, sense of political efficacy, equalitarianism, political trust, and political cynicism. (Formative and Summative)

Patrick, John J. "The Impact of an Experimental Course, *American Political Behavior*, on the Knowledge of Secondary School Students." Paper presented at the Annual Meeting of the American Political Science Association, 1970. 20 pp. ED 046 831.

This paper reports the results of the Political Knowledge Test administered to APB field test students in nine communities in May 1970 (reported also in the final report, Engle et al. 1972, described above). Experimental group students used the APB materials and control group students experienced a variety of other social studies courses. A total of 475 students in the eighth, ninth, and 12th grades formed the experimental group and 458 students in the same grades formed the control group. Differences in mean scores of the experimental and control group were compared. Also compared were differences between students of teachers who had attended a seven-week civic education institute in the summer of 1968 and students of teachers who had not been given such special instruction. Selected item analyses are also included. (Summative)

Patrick, John J. "The Impact of an Experimental Course, 'American Political Behavior,' on the Knowledge, Skills, and Attitudes of Secondary School Students." *Social Education*, 36:2 (February 1972) 168-179.

This article presents a condensed version of the project final report discussion of summative evaluation of APB materials, described above (Engle et al. 1972).

Patrick, John J. "The Impact of an Experimental Course, American Political Behavior, on the Knowledge, Skills, and Attitudes of Secondary School Students." Bloomington, IN: Indiana University, n.d. (1970?). 28 pp. ED 046 831.

This paper is identical to the *Social Education* article of the same title, cited above.

THE AMERICANS: A HISTORY OF THE UNITED STATES

Developer: Slow Learner Project, Carnegie-Mellon University

Publisher: Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Publication Date: 1970

Grade Level: 8

Subject Area: American History

No evaluation reports available.

AMHERST PROJECT UNITS IN AMERICAN HISTORY

Developer: Amherst Project, Committee on the Study of History

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, California 94025

Publication Date: 1970-73

Grade Level: 9-12

Subject Area: American History

Committee on the Study of History (The Amherst Project). *Final Report*. Bureau of Research, United States Office of Education, Grants OE-5-10-158 (9/1/64-9/30/68) and OEG-0-9-510158-2310 (010) (10/1/68-12/31/69). Amherst, MA: Hampshire College, n.d. (1971?). 40 pp. ED 066 378.

This final report of the Amherst Project is an historical--descriptive and evaluative--account of the research and development of their American history units. The report includes a discussion of the organization and operation of the project, the development of materials, the try-out and evaluation of the units, the conduct of inservice training workshops, and the overall results of the project. Appendix D, "Analysis of Units and Unit Structure Drawn from the Reports of Cooperating Teachers," is a synthesis of the trial teachers' comments on various aspects of the materials. These include: the introductions to the units, the editorial comments, the documents, format and organization, classification of units, and the teacher's manual. During the ten-year project over 400 secondary social studies teachers across the nation experimented with the units and provided detailed logs and evaluative comments on the materials. (Formative)

ANALYSIS OF PUBLIC ISSUES PROGRAM

Developer:	Social Studies Project, Utah State University
Publisher:	Houghton Mifflin Company One Beacon Street Boston, Massachusetts 02107
Publication Date:	1973
Grade Level:	9-12
Subject Area:	Contemporary Problems, Political Science, Values Education

Shaver, James P., and A. Guy Larkins. *The Analysis of Public Issues: Concepts, Materials, Research.* Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project No. 6-2288, Contract No. OEC-4-7-002288-2036. Logan, UT: Utah State University, Bureau of Education Research, 1969. 304 pp. ED 037 475.

This final report of the Utah State University project explains the conceptual scheme developed as the framework for the *Analysis of Public Issues Program* and discusses the research which was conducted using the new materials. The purpose of the research was neither a formative nor a summative evaluation of the materials developed by the project. Rather the study was designed to replicate the Harvard Social Studies Project

study (Oliver and Shaver, 1966) using the newly developed Analysis of Public Issues Bundles with high school students. The major concern was to determine the interaction effects between three teaching styles (recitation, Socratic and seminar) with a variety of student personality variables. As in the Harvard study, dependent variables included analytical skills and interest in public issues. A sample of approximately 200 students in a rural-suburban area of Utah was used.

ANTHROPOLOGY CURRICULUM PROJECT

Concept of Culture: An Introductory Unit
The Concept of Culture, Level 1-2
The Development of Man and His Culture: New World Prehistory
The Changing World Today: Case Studies of Modernization in Japan, Kenya, and India
The Concept of Culture, Level 4-5
The Development of Man and His Culture: Old World Prehistory
Cultural Change in Mexico and the United States
Life Cycle
Language
Political Anthropology
Race, Caste, and Prejudice

Developer: Anthropology Curriculum Project, University of Georgia

Publisher: Anthropology Curriculum Project
University of Georgia
107 Dudley Hall
Athens, Georgia 30601

Publication Date: 1965-72

Grade Level: K-12

Subject Area: Anthropology

Barnes, Buckley Richard. "The Effects of Position of Organizers to Facilitate Learning of Structured Anthropology Materials in the Sixth Grade." Unpublished doctoral dissertation. Athens, GA: University of Georgia, Anthropology Curriculum Project, 1972. 300 pp. DAI Order No. 73-5644. ED 073 040.

This doctoral study was one of two jointly planned research projects to test the effects of using organizers to facilitate the learning of the ACP materials. This study focused on sixth-grade students and used the student textbook *Cultural Change in Mexico and the United States*. This text was written in two formats--one with organizers at the beginning of

the text and each chapter and section, and the other with organizers at the end of the sections, chapters, and text. These two treatments were assigned randomly to 12 intact sixth-grade classes in the Savannah-Chatham district. (Formative)

Clawson, Elmer Ulmont. "A Comparison of the Effects of Organizers on the Learning of Structured Anthropology Materials in the Third Grade." Unpublished doctoral dissertation. Athens, GA: University of Georgia, Anthropology Curriculum Project, 1972. 509 pp. ED 073 041. DAI Order No. 73-5667.

This doctoral study was one of two jointly planned research projects to determine the effectiveness of conceptual organizers on learning the content of the ACP materials. (See Barnes 1972.) This study focused on third-grade children and involved three treatment groups: pre-organizers, post-organizers, and no organizers. The sample consisted of 20 intact classes (565 students) in three Savannah-Chatham County Public Schools. Classes were randomly assigned to the treatment groups. (Formative)

Clawson, Elmer U., and Buckley R. Barnes. "The Effects of Organizers on the Learning of Structured Anthropology Materials in the Elementary Grades." *Education*, 92:3 (November-December 1972) 150-57.

This article summarizes the research embodied in the Clawson (1972) and Barnes (1972) doctoral dissertations. (Formative)

Fishburne, Robert Purdy, Jr. "A Comparison of a Programmed and a Non-programmed Text on Evolution for the Fifth Grade." Unpublished master's thesis. Statesboro, GA: Georgia Southern College, 1971. 28 pp. SO 009 590.

The major purpose of this study was to compare the effectiveness of a programmed text (ACP's *Evolution*) and a nonprogrammed parallel narrative text (*Old World Prehistory*) on students' learning of evolutionary concepts. The sample consisted of four racially mixed fifth-grade classes (115 students) in an elementary school in Statesboro, Georgia. (Formative)

Frech, William Paul, Jr. "An Analysis of the Effect of the Anthropology Curriculum Project Material, *The Concept of Culture*, on the Ethnocentric Attitudes of Fourth Grade Students." Unpublished doctoral dissertation. Athens, GA: University of Georgia, 1973. 323 pp. DAI Order No. 73-31,883.

The purpose of this study was to determine the effectiveness of *The Concept of Culture* unit of the Anthropology Curriculum Project material "in moderating extreme forms of ethnocentrism among fourth-grade students." The sample consisted of 22 fourth-grade classes (586 students) from the Savannah-Chatham County Public Schools of Georgia. Classroom means were used as the unit of statistical analysis. The study measured posttest and delayed posttest efforts. (Summative)

Frech, William P., Jr. "The Effect of Cognitive Training in Anthropology on Ethnocentric Attitudes." *Psychology in the Schools*, 12:3 (July 1975) 364-70.

This article summarizes the research reported in Frech (1973). (Summative)

Gaines, William George. "An Application of John B. Carroll's Model of School Learning to the Teaching of Anthropology." Unpublished doctoral dissertation. Athens, GA: University of Georgia, 1971. 250 pp. DAI Order No. 72-10.959.

This study attempted to examine the interaction between students' ability to understand instruction and the quality of instruction. Two learning strategies--frequent testing and self-correcting exercises--developed for a unit of the ACP materials were used as means for providing teachers and pupils with feedback regarding individual and class progress toward mastery of each learning task. The sample consisted of 28 classes, grades five through eight, in an urban Florida county. (Summative?)

Greene, William W., Jr. "Evaluation of the Anthropology Curriculum Project for Grades One and Four as Measured by Selected and Prepared Testing Instruments." Paper presented at the Annual Meeting of the National Council for the Social Studies, November 1965. 3 pp. SO 009 591.

This report briefly describes a study to assess the effect of special teacher training based on the Anthropology Curriculum Project *Concept of Culture* materials on elementary students' achievement in anthropology. The experimental sample consisted of 12 first-grade classes (355 students) and 13 fourth-grade classes (374 students). The control groups included 18 first-grade and 16 fourth-grade classes. (Formative)

Greene, William Jr. "The Teaching of Anthropology in the First and Fourth Grades: A Comparison of the Trained and Non-trained Teachers as Measured by Pupil Test Performance." Unpublished doctoral dissertation. Athens, GA: University of Georgia, Anthropology Curriculum Project, 1966. 180 pp. DAI Order No. 67-3549. ED 055 927.

This study was summarized in an earlier report, Greene (1965). (Formative)

Hunt, Ann Johnson. "Anthropology Achievement of Normal and Disadvantaged Kindergarten Children." Unpublished doctoral dissertation. Athens, GA: University of Georgia, Anthropology Curriculum Project, 1969. 170 pp. DAI Order No. 70-10,197. ED 055 924.

The primary purpose of this study was to determine the relationship between achievement in anthropology and the socioeconomic status of kindergarten children. The grade one unit, *Concept of Culture* was adapted for kindergarten students and used as the treatment. The sample consisted of 200 pupils divided evenly between disadvantaged and normal. (Formative)

Kleg, Milton. *Race, Caste, and Prejudice: The Influence of Change in Knowledge on Change in Attitude.* Athens, GA: University of Georgia, Anthropology Curriculum Project, 1970. 335 pp. ED 041 813.

The primary purpose of this study was to determine whether student attitudes toward race, social class and caste, and religious and ethnic groups are affected by teaching the cognitive knowledge embodied in the original version of the ACP *Race, Caste, and Prejudice* unit. The sample consisted of 121 experimental and 122 control students in three types of schools: predominately white suburban city school, predominately white inner-city school, and an all-black city school. (Summative?)

Myers, Robert E. "Relationships of Teacher Orientations and Effectiveness under Inductive and Deductive Teaching Methods." Unpublished doctoral dissertation. Athens, GA: University of Georgia, 1968. 262 pp. ED 106 176.

The purpose of this study was to determine whether student achievement in anthropology is increased by situations where the teacher's personality is suited to the dominant mode of instruction expected of him/her. The two modes used were deductive and inductive approaches. The ACP materials, written both ways, were used as the treatment. The sample

consisted of 30 elementary teachers (grades one and four) in seven school districts in five states. Most of the schools were in suburban, middle-class communities. (Formative)

Potterfield, James Edward. "An Analysis of Elementary School Children's Ability to Learn Anthropological Content at Grades Four, Five, and Six." Unpublished doctoral dissertation. Athens, GA: University of Georgia. Anthropology Curriculum Project, 1966. 148 pp. DAI Order No. 66-13,616. ED 055 925.

The purpose of this study was to determine whether or not there was any differences in fourth-, fifth-, and sixth-grade children's ability to learn the content of the ACP unit, *Concept of Culture*. The study also examined the effect of specialized teacher training in anthropology on student learning. The sample consisted of three classes from each grade level. (Formative)

Potterfield, James E. "An Analysis of Elementary Children's Ability to Learn Anthropology at Grades Four, Five, and Six." *Journal of Educational Research*, 61:7 (March 1968) 297-99.

This article summarizes the research reported in Potterfield (1966). (Formative)

Rice, Marion J. "Development and Testing of Anthropology Materials for School Instruction: The Development of a Sequential Curriculum in Anthropology, Grades 1-7." Paper presented at the Annual Meeting of the American Anthropology Association, December 1975. 7 pp. SO 009 593.

This paper is a concise, retrospective, critical examination of various aspects of the University of Georgia Anthropology Curriculum Project by one of the directors. The article explains the purpose and rationale of the project, evaluation procedures and results, and diffusion and implementation efforts. In addition to summarizing the research findings related to the ACP materials, the author offers suggestions for possible future directions of the project. (Formative and Summative)

Rice, Marion J. "The Effectiveness of Teaching Training as Measured by Pupil Performance." Paper presented at Annual Meeting of the National Council for the Social Studies, November 1970. 13 pp. ED 049 095.

This paper summarizes the results of the Green (1965) and Wash (1966) studies on the importance of teacher training in anthropology for facilitating student achievement. (Formative)

Rice, Marion J. *Evaluation in the Anthropology Curriculum Project, University of Georgia*. General Information Series No. 6. Athens, GA: University of Georgia, Anthropology Curriculum Project, 1969. 10 pp. ED 045 512.

This paper summarizes the evaluation efforts and results on the ACP materials up to 1968. Included in this discussion are the results of the following studies: Green (1965; 1966), Potterfield (1966), Thomas (1967), and Myers (1968). (Formative and Summative)

Rice, Marion J., and Wilfrid C. Bailey. *The Development of a Sequential Curriculum in Anthropology, Grades 1-7*. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Project No. H-128, Contract No. OE-4-10-204. Athens, GA: University of Georgia, Anthropology Curriculum Project, 1971. 203 pp. ED 054 037.

This final report of HEW-funded Anthropology Curriculum Project includes a description of history, rationale, objectives, procedures, and evaluation efforts of the University of Georgia project. The formal evaluation involved seven different types of studies, five focusing on student cognitive achievment, one on pupil judgments of interests and suitability, and one on diffusion of the ACP materials. All specific research studies discussed in this report have been annotated elsewhere in this bibliography. (Formative and Summative)

Rice, Marion J., Buckley R. Barnes, and Elmer U. Clawson. *The Effects of the Position of Organizers on the Learning of Structured Anthropology Materials in Grades Three and Six*. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Research and Development, Project No. 2-D-031, Grant No. OEG-4-72-0017. Athens, GA: University of Georgia, College of Education, 1972. 106 pp. ED 069 597.

This report summarizes the procedures and results of two studies annotated separately in this bibliography: Barnes (1972) and Clawson (1972). (Formative)

Thomas, Georgelle. "Programmed Instruction for Teaching Anthropology in the Fifth Grade." *Journal of Experimental Education*, 36:4 (Summer 1968) 88-91.

This article summarizes the research reported in Thomas (1967). (Formative)

Thomas, Georgelle. "The Use of Programmed Instruction for Teaching Anthropology in the Fifth Grade." Unpublished doctoral dissertation. Athens, GA: University of Georgia, Anthropology Curriculum Project, 1967. 248 pp. DAI Order No. 68-5089. ED 049 084.

This study attempted to ascertain the relative effectiveness of the use of a programmed text and a nonprogrammed text on student cognitive achievement in anthropology. One fifth-grade unit of the ACP materials, *Old World Prehistory*, was used as the basis for the two different treatments. An experimental group of 176 students used the programmed text, while a control group of 144 fifth graders used the conventional reading. (Formative)

Troutman, Benjamin I., Jr. "Assessing the Impact of a Secondary School Ethnic Relations Unit: Results and Implications." Paper presented at the Annual Meeting of the National Council for the Social Studies, November 1973. 15 pp. ED 090 105.

This paper is based on the research reported in Troutman (1972). (Summative)

Troutman, Benjamin I., Jr. "The Impact of *Race, Caste, and Prejudice* on the Ethnic Attitudes of High School Students: A Multimethod Assessment." Unpublished doctoral dissertation. Athens, GA: University of Georgia, 1972. 184 pp. DAI Order No. 72-34,156.

The purpose of this study was to determine the effect of the ACP *Race, Caste, and Prejudice* unit on student attitudes toward ethnic groups. The experimental subjects consisted of 157 white and ten black students and the control group consisted of 103 white and seven black students from two high schools. (Summative)

Wash, James A. "An Evaluation of the Sequential Anthropology Curriculum Project." Paper presented to the Annual Meeting of the American Educational Research Association, February 1967. 25 pp. SO 009 592.

The two purposes of this study were to assess the effectiveness of the ACP materials in increasing student learning of anthropology and to determine the impact of special teacher training in anthropology. The sample consisted of 676 experimental students and 1,507 control students in grades one through five. (Formative)

Wyckoff, Delores B. "A Study of Mastery Learning and Its Effects on Achievement of Sixth Grade Social Studies Students." Unpublished doctoral dissertation. Atlanta, GA: Georgia State University, 1974. 128 pp. DAI Order No. 75-3748.

The purpose of this study was to compare the effects of using a mastery learning strategy as embodied in the ACP materials with the effects of using the conventional method. The learning of selected anthropological concepts was the dependent variable. The sample consisted of two experimental intact sixth-grade classes (52 students) and two intact sixth-grade control classes (55 students). (Summative)

ASIAN STUDIES INQUIRY PROGRAM

Developer:	Asian Studies Curriculum Project, University of California, Berkeley
Publisher:	Addision-Wesley Publishing Company 2725 Sand Hill Road Menlo Park, California 94205
Publication Date:	1969
Grade Level:	10 (11, 12)
Subject Area:	World Cultures

Allen, Donald I. "Effects on the Learning and Retention of Written Social Studies Material of the Use of Advanced Organizers with Memory Level or Higher Order Questions." Unpublished doctoral dissertation. Berkeley, CA: University of California, Berkeley, 1967. 173 pp. DAI Order No. 70-6036.

The purpose of the study was to determine the effect of providing advance organizers with "memory level" or "higher order" questions on students' cognitive learning and retention. Four units from draft versions of the Asian Studies Curriculum Project materials were used: India, Japan, China, and the Role of Asian Women. Over 200 ninth-grade students from two junior high schools comprised the sample. (Formative)

McKeown, Robin James. "Affective Responses to Synthesis and Non-Synthesis Social Studies Tasks." Unpublished doctoral dissertation. Berkeley, CA: University of California, Berkeley. 1970. 178 pp. DAI Order No. 71-9866.

The central purpose of this study was to determine the comparative effects of inquiry versus expository oriented social studies programs on the development and change of student attitudes about the information embodied in such programs. The readings consisted of 320 pages from the *Asian Studies Program*. Approximately 120 tenth-grade students in eight classes participated in the study. (Summative)

Michaelis, John U. *Preparation of Teaching Guides and Materials on Asian Countries for Use in Grades I-XII*. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project No. HS-146, Contract No. OE-5-10-040. Berkeley, CA: University of California at Berkeley, 1968. 324 pp. ED 021 866.

This final report of the Asian Studies Curriculum Project contains an overview of the project, a discussion of guidelines for including Asian studies in the curriculum, lists of specific guidelines for preparing curriculum materials, a description of the evaluation of selected units, a presentation of test data, an outline for a course on Asia, and a conclusion. The major aspect of the assessment procedure involved having teachers try out selected materials in their classrooms and evaluate the units in terms of their usefulness. Some student reactions were also gathered. The units tested were "Chinese Homes and Families," "Indian Homes and Families" (both primary level), "Changing Japan" (intermediate), and 12 secondary units. In addition to this procedure, seven units were evaluated by gathering cognitive test data on students' comprehension of information and concepts and their application at higher levels of thought. Student attitudes toward the units were also measured at the secondary level. (See McKeown 1970.) (Formative)

BLACK IN WHITE AMERICA: HISTORICAL PERSPECTIVES AND CONTEMPORARY CASES

Developer: Education Development Center, Inc.

Publisher: Macmillan, Inc.
866 Third Avenue
New York, New York 10022

Publication Date: 1974

Grade Level: 9-12 (7, 8)

Subject Area: American History, Ethnic Studies

Hanley, Janet P., and Arlene S. Walter. *"Black in White America: The Struggle for Identity and Power:* Results of the Pilot Test." Cambridge, MA: Education Development Center, 117 pp. 1970. SO 009 598.

One of the main purposes of this study was to assess the effectiveness of *Black in White America* in achieving its stated goals. Using objective tests, classroom environment checklists, and open-ended interviews, the study focused on the following cognitive and social variables: learning a conceptual structure to help understand and analyze racial relationships; learning "additional information about past relations and confrontations between blacks and whites;" legitimizing racial relations as a topic for honest, rational explorations; and directing "student attention to the racial climate and facts of life of their own community." The study also assessed student attitudes toward the program. Seven high school classes involving 125 students from the greater Boston area participated in the study during the fall and winter of 1969-70. (Formative)

CHARACTER EDUCATION CURRICULUM: LIVING WITH ME AND OTHERS

Developer: American Institute for Character Education

Publisher: American Institute for Character Education
P.O. Box 12617
San Antonio, Texas 78212

Publication Date: 1974

Grade Level: K-5

Subject Area: Affective Education, Values Education

Bond, Richard A., Vincent N. Campbell, Carmen J. Finley, Jean M. Wolman, and Barbara M. Fagan. *Character Education: Summative Evaluation of the First Generation Curriculum Developed by the American Institute for Character Education. Summary of the Final Report Submitted to the American Institute for Character Education.* Palo Alto, CA: American Institutes for Research, December, 1974. 11 pp. Available only from the American Institute for Character Education, P.O. Box 12617, San Antonio, TX 78212. (An extensive Final Audit Report is also available from AICE on a loan basis.)

The purpose of this study was to obtain objective evaluation data on the effects of the 1971 first-generation American Institute for Character Education (AICE) *Character Education Curriculum*. AICE contracted with the American Institute for Research to conduct an independent evaluation of the materials in six communities throughout the U.S. Over 1,000 students distributed equally in kindergarten, grade three, and grade six participated in the study. The study attempted to determine the extent to which the students using the AICE materials developed the following values: honesty and truth; kindness, generosity, and helpfulness; fairness and justice; self-image; dependability; citizenship; individuality and rights; and decision skills. (Summative)

Bond, Richard A., Vincent N. Campbell, and Barbara M. Fagan. *Character Education in the Indianapolis Public Schools: An Evaluation of a First-Year Program Using Materials and Techniques Developed by the American Institute for Character Education. Final Report to the American Institute for Character Education*. Palo Alto, CA: American Institutes for Research, December, 1974. 25 pp. plus appendices. Available only from the American Institute for Character Education, P.O. Box 12617, San Antonio, TX 78212.

The purpose of this study was to determine the effects of a one-year program of the first-generation AICE *Character Education Curriculum* on developing elementary students' respect and concern for others. The specific variables focused on were: "being fair, dependable, kind, generous, or helpful to those in need; exercising one's own rights while respecting the rights of others; developing a good self image; and contributing to group or community goals." The sample consisted of approximately 650 students in kindergarten, grade three, and grade six of the Indianapolis public schools. (Summative)

CONCEPTS AND INQUIRY

Developer:	Educational Research Council of America
Publisher:	Allyn and Bacon, Inc. Rockleigh, New Jersey 07647
Publication Date:	1970-73
Grade Level:	K-12 (8-12 not yet available)
Subject Area:	Social Studies

Ho, Wai-Ching, and Thomas E. Bibler. *An Evaluation Study of the Grade Four Greater Cleveland Social Science Program: Part 2, Students' Retention of the Kindergarten Through Grade Three Greater Cleveland Social Science Program at the End of Grade Four.* Bulletin No. 2, Greater Cleveland Social Science Testing Program. Cleveland, OH: Educational Research Council of America, Evaluation and Testing Department, 1968. 21 pp.

The central purpose of this study was to determine the extent to which "students retained what was taught in each discipline in the kindergarten-Grade three GCSSP" (Greater Cleveland Social Science Program). The two questions investigated were: Did the students show significant gain or loss? and What were the particular topics that showed gain or loss? The study focused on learning concepts in history, geography, economics, political science, sociology, and anthropology. The sample consisted of 173 students in seven fourth-grade classes participating in the program. (Formative)

Ho, Wai-Ching, Thomas E. Bibler, Sarita Shrock, and Albrecht Saalfield. *An Evaluation Study of the Grade Four Greater Cleveland Social Science Program: Part 1, An Analysis of the Social Science Achievement of Students Upon Entering Grade Four.* Bulletin No. 1, Greater Cleveland Social Science Testing Program. Cleveland, OH: Educational Research Council of America, Evaluation and Testing Department, 1967. 11 pp.

The major purpose of this study was to determine the level of social science achievement of about 2,300 students entering grade four for the 1966-67 school year. This was part of a longitudinal study of the effects of the Greater Cleveland Social Science Program. A minor aspect of the study was to compare the cognitive achievement of students who had the grade three GCSSP program with those who did not. (Formative)

Myers, Charles B. *Social Studies Innovations 1968-1969: A Report of the Social Studies Pilots of the SPEEDIER Project.* Report, U.S. Department of Health, Education, and Welfare, Office of Education, Grant No. OEG-3-7-703596-4396. Palmyra, PA: Curriculum Study Research and Development Council of South Central Pennsylvania, 1969. 67 pp. ED 040 899.

The purpose of this study was to pilot test five "new social studies" curricula developed by projects during the 1960s. The curricula were the *Holt Social Studies Curriculum* developed at Carnegie-Mellon University,

the Taba program, the University of Minnesota Project social studies materials, the Greater Cleveland Program developed by the Educational Research Council of America, and *Our Working World*. A total of 72 teachers and over 2,500 students from four Pennsylvania counties participated in the pilot studies.

The pilot testing of the Greater Cleveland Social Science Program involved the materials for grades one through eight. Sixteen teachers and 573 students from five school districts participated in the study. The major variables examined were general social studies knowledge, thinking skills, and attitudes toward self and school. (Summative)

CONCEPTS FOR SOCIAL STUDIES

Developer:	Social Studies Curriculum Center, Syracuse University
Publisher:	Macmillan, Inc. 866 Third Avenue New York, New York 10022
Publication Date:	1975
Grade Level:	9-12
Subject Area:	Social Studies

Price, Roy A., Warren L. Hickman, Gary Ferraro, and R. Wayne Mahood. *The Social Studies Curriculum Center of Syracuse University Devoted to the Identification of Major Social Science Concepts and Their Utilization in Instructional Materials*. Final Report. Appendix, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project No. HS 081, Contract No. OEC-3-10-126. Syracuse, NY: Syracuse University Social Studies Curriculum, 1968. 198 pp. ED 033 145.

This final report describes the activities of the Syracuse University Social Studies Curriculum Center project in identifying and applying major social science concepts to instructional materials. Included are discussions of the seminars, conferences, position papers presenting the major concepts, and curriculum materials based on these concepts. Teacher tryout and evaluation procedures are explained in Chapter IX. This chapter contains both subjective data from the project staff and participating teachers' and objective information from measurement specialists. This latter evaluation focused entirely on cognitive

learning of social science facts and concepts at the recall, comprehension, and application levels. Six of the units were tested with a total of nearly 3,000 students in grades eight through eleven. Those units were: *Sovereignty and the Nation-State, Freedom and Equality, Social Change, Cause and Effect, History and the Historian,* and *Scarcity.* (Formative and Summative)

CONFLICT, POLITICS, AND FREEDOM

Developer:	Committee on Civic Education, University of California at Los Angeles
Publisher:	Ginn and Company Lexington, Massachusetts 02173
Publication Date:	1968
Grade Level:	7-9
Subject Area:	American Government/Civics, Legal Education, Political Science

Combs, Lilburn Keith. "The Effect Upon Fifth- and Sixth-Grade Students of a Unit of Study on Conflict in Politics." Unpublished doctoral dissertation. San Diego, CA: United States International University, 1970. 170 pp. DAI Order No. 70-20,718.

The purpose of this study was to determine the effects of *Conflict, Politics, and Freedom* on fifth and sixth graders. There were 81 pupils in the experimental group and 91 in the control group. Three hypotheses were tested. The first concerned the tendency to accept or reject political conflict and criticism of elected officials. The second dealt with acceptance or rejection of ways of using politcal power (e.g., elected officials working for special interest groups rather than for all the people). The third focused on acceptance of and trust in the democratic system of government. (Summative)

CONTACT

Editor:	William F. Goodykoontz
Publisher:	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632
Publication Date:	1968-74
Grade Level:	7-12
Subject Area:	Contemporary Problems, Values Education

No evaluation reports are available.

CONTEMPORARY CONCERNS

Publisher:	McDougal, Littell & Company Box 1667 Evanston, Illinois 60204
Publication Date:	1974
Grade Level:	9-12 (Adult)
Subject Area:	Contemporary Problems

No evaluation reports available.

DECIDING

Authors:	H.B. Gelatt, Barbara Varenhorst, Richard Carey, and Gordon P. Miller
Publisher:	College Entrance Examination Board Box 592 Princeton, New Jersey 08540
Publication Date:	1972
Grade Level:	7-10
Subject Area:	Affective Education, Values Education

McDaniel, H.B., Stuart J. Mandell, Stanley L. Bowers, James A. Saum, and Jeffrey G. Ferguson. *Youth Guidance Systems 1971-1972 Project Final Report.* Palo Alto, CA: College Entrance Examination Board, 1972. 44 pp. ED 089 063.

This is a report on a study done in 1971-72 of five guidance programs for grades eight through 12, one of which was *Deciding*. A randomized

experimental-control group pretest/posttest design was used to explore the effects of each program on 16 "student development" variables: plan for major field of study in high school, self-estimate of ability, development of educational plans, development of occupational plans (high school), development of occupational plans (college), attitudes toward planning, discrimination in goals and objectives, knowledge of training requirements, ability to relate values to actions, estimate of educational help, estimate of occupational help, educational goal satisfaction, occupational goal satisfaction, and self-confidence. In addition, student and teacher reactions to the media and activities of the five programs were obtained. For the *Deciding* component, the experimental group consisted of 209 eighth graders in five California school districts, and the control group consisted of 207 eighth graders in those same districts. (Summative)

Miller, Gordon Porter. "The Impact of a Decision-Making Curriculum on Junior and Senior High School Students." Unpublished doctoral dissertation. New York, NY: Columbia University, 1973. 186 pp. DAI Order No. 73-31,287.

This study evaluated the impact of *Deciding* on 200 seventh-, eighth-, and tenth-grade students from two schools in middle- and upper-middle-class communities. A control group for each class was also evaluated. The investigator sought information on what students learned about themselves and their classmates and whether they applied the decision-making skills learned in the classroom to other situations. The Deciding Questionnaire and the Career Development Inventory were administered as pre- and posttests to both the control and the experimental classes. In addition, experimental group students evaluated the instructional process during the course of treatment and the investigator carried out followup interviews two to ten months after treatment. (Summative?)

Miller, Gordon P. "Students Evaluate *Deciding*." *The College Board Review*, 86 (Winter 1972-73) 5-8, 21.

This article reports on several evaluation efforts related to *Deciding*. One set of evaluative data was obtained from the "leaders" using *Deciding* during 1972. Approximately 100 leaders using the materials in grade five

through graduate level (mostly grades seven through 11) returned the Deciding User Questionnaire, which called for leaders' reactions to various aspects of the program, their perceptions of student reactions, and the like.

Another source of evaluative data was a study conducted during 1971-2 with 200 seventh-, eighth-, and tenth-grade students in the Northeast. (This appears to be the same study reported in Miller's doctoral dissertation.) Items measured included such things as the students' inclinations to think about the decision-making process, their self-assurance in the interests and values they hold, their reasons for occupational choices, their awareness of occupational alternatives, their abilities to describe personal objectives and values, their perceptions of relationships between school courses and what they plan to do in later life, and their awareness of how to seek, use, and evaluate information for decision making. This study also involved examination of the process of interaction between the program and students.

Another source of information was a followup study in which a randomly selected sample of 100 students were interviewed two to 12 months after they had taken the course using *Deciding*. Students were asked about their application of skills learned in *Deciding* to real-life decisions and about what they learned about themselves in the program. (Summative?)

DECIDING HOW TO LIVE ON SPACESHIP EARTH: THE ETHICS OF ENVIRONMENTAL CONCERN

Authors:	Rodney F. Allen, Carmelo P. Tofi, Daniel M. Ulrich, and Steven H. Woolard
Publisher:	McDougal, Littell & Company Box 1667-B Evanston, Illinois 60204
Publication Date:	1973
Grade Level:	7-12
Subject Area:	Contemporary Problems, Environmental Education, Values Education

No evaluation reports available.

DECISIONS AND OUTCOMES

Authors: H.B. Gelatt, Barbara Varenhorst, Richard Carey, and Gordon P. Miller

Publisher: College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

Publication Date: 1973

Grade Level: 10-Adult

Subject Area: Affective Education, Values Education

No evaluation reports available.

DIMENSIONS OF PERSONALITY

Grades 1, 2, and 3
Grades 4, 5, and 6
Search for Meaning
Search for Values

Author: Carl Fischer

Publisher: Pflaum/Standard
2285 Arbor Boulevard
Dayton, Ohio 45439

Publication Date: 1972

Grade Level: 1-12

Subject Area: Affective Education, Values Education

Kalunian, J. Peter, Jr. "The Effects of a Humanistic Education Curriculum on Attitude, Self-Concept, Anxiety, and Achievement Level of Primary School Children and Teachers." Unpublished doctoral dissertation. Boston, MA: Boston University, 1974. 197 pp. DAI Order No. 75-5507.

The major purpose of this study was to determine the effectiveness of the *Dimensions of Personality* program for grades one through three in increasing students' positive self-concept and school achievement and reducing their test anxiety. Teacher attitudes toward their students was another dependent variable considered. The sample consisted of 127 students and six teachers in grades one through three in a southeastern Massachusetts school system. Students were assigned to the treatment and control groups on the basis of random alphabetical selection. (Summative)

DISCOVERING AMERICAN HISTORY

Authors:	Allan O. Kownslar and Donald B. Frizzle
Publisher:	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, New York 10017
Publication Date:	1974 (rev. ed.)
Grade Level:	7-12
Subject Area:	American History

No evaluation reports available.

DUSO: DEVELOPING UNDERSTANDING OF SELF AND OTHERS

Author:	Don Dinkmeyer
Publisher:	American Guidance Service, Inc. Publishers' Building Circle Pines, Minnesota 55014
Publication Date:	1970, 1973
Grade Level:	K-4
Subject Area:	Affective Education

Alcorn, Lela Ann Pike. "The Effects of a Selected Curriculum Upon Social Emotional Attitudes of Educable Mentally Retarded Pupils." Unpublished doctoral dissertation. Hattiesburg, MS: University of Southern Mississippi, 1975. 94 pp. DAI Order No. 75-22,486.

The purpose of this study was to assess the impact of DUSO on educable mentally retarded pupils within a special education program in grades one through five. Changes in personality characteristics were the dependent variables. Experimental subjects were randomly selected from the educable mentally retarded pupils in those five grades, while the comparison group was selected randomly from the regular students. (Summative)

Eldridge, Mary Sue, Robert S. Barcikowski, and J. Melvin Witmer. "Effects of DUSO on the Self-Concepts of Second Grade Students." *Elementary School Guidance and Counseling*, 7:4 (May 1973) 256-60.

This study examined the effects of Unit I of the DUSO program on the self-concept of second-grade children. Several measures of self-concept were used. The sample consisted four second-grade classes (98 students) in two rural elementary schools in eastern Ohio. Students and treatment were randomly assigned. The teachers of the experimental groups led the classes through five 30-minute sessions per week for five weeks. (Summative)

Koval, Calista B., and Loyde W. Hales. "The Effects of the DUSO Guidance Program on the Self-Concepts of Primary School Children." *Child Study Journal*, 2:2 (1972) 57-61.

This study investigated the effects of Unit I of the DUSO materials on the self-concepts of rural Appalachian primary-age students. The sample consisted of 312 pupils in two elementary schools. Students were randomly assigned to the classes and the DUSO program was randomly assigned to the classes at the three different grade levels. A school counselor conducted the classes once a week for ten weeks. (Summative)

Rusch, Reuben R., and Don Dinkmeyer. "Developing Understanding of Self and Others and the Appropriate Experimental Guidance Model." Unpublished paper. Albany, NY: State University of New York, 1973. (Available through publisher.) 10 pp. SO 009 595.

The purpose of this study was to determine the effectiveness of an eight-week program using the DUSO kits on self-concept and social maturity of selected first- and second-grade children. Specific dependent variables considered were understanding and accepting self, understanding feelings, others, independence, goals, competence, and choices and consequences. The sample consisted of seven experimental and seven control classrooms. (Summative)

ECONOMICS IN SOCIETY

Developer:	ECON 12 Project, California State University, San Jose
Publisher:	Addison-Wesley Publishing Company 2725 Sand Hill Road Menlo Park, California 94025
Publication Date:	1974, 1975
Grade Level:	9-12 (13-14)
Subject Area:	Economics

Nelson, James B. "An Evaluation of the ECON 12 Economic Education Project." Unpublished doctoral dissertation. Berkeley, CA: University of California, Berkeley, 1971. 294 pp. DAI Order No. 72-12.

The purpose of this study was to compare 539 students who had participated in the experimental ECON 12 (*Economics in Society*) program with a control group of 460 students who had experienced other types of economic education in the same county. The key variables focused on were understanding economic concepts, ability to analyze data, and interest in economic instruction. (Formative)

Wiggins, Suzanne E., and John G. Sperling. *To Design and Evaluate a 12th Grade Course in the Principles of Economics*. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project No. H-153, Contract No. OE-5-10-068. San Jose, CA: San Jose State College, 1968. 269 pp. ED 028 093.

This is the final report of the ECON 12 Project, which developed *Economics in Society*. The report includes a description of the objectives, major activities, and final products of the project. The report also describes a formative evaluation of the materials in 1966. This evaluation focused primarily on student performance (knowledge of economic concepts and cognitive skills) and secondarily on student attitudes toward the course. Students and teacher participation in the evaluation study varied. Twelve schools and over 1,000 students took one of the four cognitive tests, while six schools and approximately 375 students completed the attitude survey. (Formative)

ELEMENTARY ECONOMICS PROJECT

Elementary School Economics I
Elementary School Economics II
Economic Man

Developer: Industrial Relations Center, University of Chicago

Publisher: The Allied Education Council
P.O. Box 78
Galien, Michigan 49113
(Elementary School Economics I & II)

Benefic Press
10300 West Roosevelt Road
Westchester, Illinois 60153
(Economic Man)

Publication Date: 1964, 1966, 1971

Grade Level: 4, 5, 6-8

Subject Area: Economics

Pranis, Robert W. *Teaching Economics in Elementary Schools: Comparing Program Vs. Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials.* Chicago, IL: University of Chicago, Industrial Relations Center, Elementary Economics Project, 1970. 15 pp. ED 075 293.

The data for this study were generated during the third year of field testing of an experimental version of *Economic Man*. Three experimental groups were involved: 14 classes were taught by teachers who had already taught the materials for a year; 16 classes were taught by teachers who had received inservice training but had not actually taught the materials yet; and 17 classes were taught by teachers without inservice training or experience in teaching the materials. A control group of 16 classes was also included in the study. The Otis-Lennon Test of Mental Ability was administered to all the children in the study to ensure equivalency of treatment groups at the same SES levels. A test developed to measure economic learning in the *Economic Man* program was administered before and after treatment. Data were analyzed to determine gains in student learning relative to teacher preparation and relative to experimental vs. non-experimental treatment, controlling for intelligence and SES. (Formative?)

Pranis, Robert W., and Marvin D. Veronee. *Teaching Economics in Elementary Schools: Comparing Acquisition of Economic Knowledge by Elementary School Students in Different Types of Communities.* Chicago, IL: University of Chicago, Industrial Relations Center, Elementary Economics Project, 1971. 17 pp. ED 064 186.

The objective of this study, conducted in 1969-70, was to determine if two categories of variables--socioeconomic level and location--affect sixth- and seventh-grade students in their acquired economic knowledge and their ability to gain knowledge from *Economic Man*. A total of 739 students representing six kinds of communities (rural, suburban, urban by high and low SES) were involved in the study. The Otis-Lennon Test

of Mental Ability was used to control for intelligence. A test of economic understanding designed to be used with *Economic Man* was administered before and after treatment. (Formative?)

Rader, William D. *Background and Evaluation of the Elementary School Economics Program.* Chicago, IL: University of Chicago, Industrial Relations Center, 1965. 24 pp. SO 009 251.

One section of this paper presents evaluation results of the Elementary School Economic Program. Four methods of evaluating the program's affectiveness were used: testing of student understanding of economic concepts; obtaining student feedback on, interest in, and reactions to the program; obtaining teacher evaluations of the program; and obtaining parent reactions to the program. Four public school systems and one private school were involved in the field testing; the total number of students in grades four and five who took the program was 3,254. (Formative)

Ritt, Sharon Isaacson. "An Experimental Study of the Capacity of Fourth- and Fifth-grade Children to Understand Selected Economic Concepts." In *Research in Elementary School Economics,* Howard A. Sulkin and Chana R. Friedman, eds. Occasional Paper No. 30. Chicago, IL: University of Chicago, A.G. Bush Library of Management, Organization, and Industrial Relations, Industrial Relations Center, 1969, pp. 11-13. 27 pp. ED 048 020.

The purpose of the study reported in this article was to determine whether fourth and fifth graders were able to learn the concept of specialization and understand specialization's effects on the growth of cities and the related economic processes of production and marketing. One hundred and ten pupils from Tennessee participated in the study, including an experimental group of 26 fourth graders and 25 fifth graders and a control group of 30 fourth graders and 29 fifth graders. (Formative?)

Showkeir, James R. "Economic Understanding among Selected Sixth-Grade Pupils." In *Research in Elementary School Economics,* Howard A. Sulkin and Chana R. Friedman, eds. Occasional Paper No. 30. Chicago, IL: University of Chicago, A.G. Bush Library of Management, Organization, and Industrial Relations, Industrial Relations Center, 1969, pp. 15-16. 27 pp. ED 048 020.

Seventy-two sixth graders who had been continuously enrolled from fourth through sixth grades in 21 elementary schools in Michigan were involved in this study. Its purpose was to determine whether the fourth- and fifth-grade economics course had an influence on pupil understanding of economc concepts in the sixth grade. Also, the investigator sought to determine whether certain pupil characteristics, such as residence, sex, and age had an effect on understanding. (Formative?)

Sulkin, Howard A., and Robert W. Pranis. "Effect of Elementary School Economics Program on Children of Lower Economic Status." In *Research in Elementary School Economics*, Howard A. Sulkin and Chana R. Friedman, eds. Occasional Paper No. 30. Chicago, IL: University of Chicago, A.G. Bush Library of Management, Organization, and Industrial Relations, Industrial Relations Center, 1969, pp. 17-18. 27 pp. ED 048 020.

The purpose of this study was to test the effectiveness of the *Elementary School Economics I and II* programs for children of lower socio-economic status and to test the validity of the pre- and posttests, which had been used previously only with middle-class children. Two experimental and two control classes were used at each level (fourth and fifth grades). Eighty experimental fourth graders, 85 control fourth graders, 81 experimental fifth graders, and 54 control fifth graders were involved in the study. (Formative)

Sulkin, Howard A., and Robert W. Pranis. "Evaluation of an Elementary School Social Studies Program." *Educational Leadership*, 27:3 (December 1969) 271-76.

The extensive field testing of *Elementary School Economics I* (fourth grade) and *Elementary School Economics II* (fifth grade) attempted to answer two questions: Did the pupils learn the important economic ideas (for instance, wants, work, money, consumption, and savings)? and Did the pupils remember these ideas for a significant length of time (at least one year)? Six elementary schools in a midwestern city school system participated. The ESE I experimental group consisted of 58 pupils; 32 pupils were in the control group. The ESE II experimental group consisted of 123 pupils; 100 pupils were in the control group. (Formative?)

Sulkin, Howard A., and Robert W. Pranis. "Retention and Transfer of Concepts Taught in Elementary School Economics Programs." In *Research in Elementary School Economics*, Howard A. Sulkin and Chana R. Friedman, eds. Occasional paper No. 30. Chicago, IL: University of Chicago, A.G. Bush Library of Management, Organization, and Industrial Relations, Industrial Relations Center, 1969, pp. 7-9. 27 pp. ED 048 020.

This article reports a study of retention and transfer processes of fourth and fifth graders taking experimental versions of the Elementary Economics Project. The researchers asked how well program material was retained over a year and what influence, if any, the fourth-grade program has on children when they take the fifth-grade program. Six middle-class schools in Indiana, with a total number of 437 pupils were involved in the study. (Formative?)

EPISODES IN SOCIAL INQUIRY SERIES

Developer:	Sociological Resources for the Social Studies, American Sociological Association
Publisher:	Allyn and Bacon, Inc. Rockleigh, New Jersey 07647
Publication Date:	1969-74
Grade Level:	10-12
Subject Area:	Sociology

Eckenrod, James S. "The Effect of Teacher Participation in In-Service Institutes in Sociology on Student Achievement with SRSS Materials." Paper presented at Annual Meeting of American Educational Research Association, 1971. 24 pp. ED 048 067.

The purpose of this study was to examine the hypothesis that the students of teachers who participated in inservice institutes in sociology would show greater gains in learning on examinations than the students of teachers who did not participate in sociology institutes. The examinations used were ones designed for 12 SRSS *Episodes*. The *Episodes* were taught to 9,000 high school students in 300 classrooms in central city, rural, and suburban areas. The examinations were administered to paired experimental and control classes as pre- and posttests. (Summative)

Eckenrod, James Samuel. "The Effect on Student Achievement of In-Service Institutes in Sociology for Teachers." Unpublished doctoral dissertation. Ann Arbor, MI: University of Michigan, 1971. 192 pp. DAI Order No. 72-14,850.

This study is the same as that reported in the preceding paper.

Grahlfs, F. Lincoln. "Evaluation of Episodes." *Sociological Resources for Secondary Schools Newsletter*, 5(Summer 1968) 5-6.

This brief article provides capsule results from the 1967 field trials of eight *Episodes*. The sample size for each *Episode's* try out is given. Different variables are highlighted for each *Episode*, depending on which variables yielded interesting or significant results. Among the variables mentioned are student interest, community reception, and student skill learning. There is brief mention of proposed revisions for *Episodes*. (Formative)

Grahlfs, F. Lincoln. "The Relationship Between Student Interest and Student Learning with New Curricular Materials." Paper presented at the Annual Meeting of the American Educational Research Association, 1969. 9 pp. ED 042 678.

This report focuses on the relationships among student interest in 12 SRSS *Episodes* measured by a questionnaire completed at the end of each *Episode*, student verbal ability, and student learning (measured by a multiple-choice test administered after each *Episode*). The data were drawn from the SRSS *Episodes* school trials population, the exact size of which is not given in this report. (Summative)

Hering, William M., Jr. "Student Learnings from Sociology Project Materials According to Teacher Preparation in Sociology." *Educational Leadership*, 30:1 (October 1972) 46-54.

Eighteen SRSS *Episodes* were field tested with 13,315 students and 518 teachers in 22 states from February 1967 through June 1969. This article reports the analysis of data related to one of the research questions examined: Does the amount of teacher preparation in sociology make a difference in student cognitive performance? (Summative)

Hering, William M., Jr. "Student Learning from Sociology Project Materials According to Teacher Preparation in Sociology." Paper presented at the Annual Meeting of the National Council for the Social Studies, 1969. 14 pp. ED 035 583.

This paper is a preliminary version of the Hering (1971 article described above.

ESSENCE I
ESSENCE II

Developer:	Environmental Studies for Urban Youth Project
Publisher:	Addison-Wesley Publishing Company 2725 Sand Hill Road Menlo Park, California 94025
Publication Date:	1971, 1975
Grade Level:	K-12 (Adult)
Subject Area:	Affective Education, Environmental Education

Bullock, John T. "A Comparison of the Relative Effectiveness of Three Types of Elementary School Science Curricula in the Development of Problem-Solving Skills." Unpublished doctoral dissertation. Gainsville, FL: University of Florida, 1972. 54 pp. DAI Order No. 73-15,480.

This study compared three elementary science programs: *Science--A Process Approach* (SAPA), Environmental Studies Project (ES), and the Laidlaw elementary science textbook series. Twenty-seven teachers and 512 sixth-grade pupils in a Southern school system were involved. The TAB Science Puzzler was administered as a pre- and posttest in order to determine effects of the three sets of materials on development of problem-solving skills. (Summative)

EXPLORING CHILDHOOD

Developer:	Education Development Center
Publisher:	Education Development Center, Inc. 15 Mifflin Place Cambridge, Massachusetts 02138
Publication Date:	1974-75
Grade Level:	7-12
Subject Area:	Psychology

Cobb, Catherine, Karen Cohen, and Eileen Peters. *Exploring Childhood Evaluation Report, National Field Test: 1973-74.* Cambridge, MA: Education Development Center, Inc., 1975.

Cobb, Catherine, and Eileen Peters. *Exploring Childhood: Summary of Evaluation Findings, Year One, National Field Test, 1973-74.* Cambridge, MA: Education Development Center, Inc., 1975.

These reports were not available to the compilers of this bibliography in time for annotation but, according to the developers, they will be available in late 1976.

EXPLORING HUMAN NATURE

Developer:	Education Development Center
Publisher:	Education Development Center, Inc. 15 Mifflin Place Cambridge, Massachusetts 02138
Publication Date:	1973-75
Grade Level:	10-12
Subject Area:	Anthropology, Psychology

No evaluation reports available. According to EDC, two reports will be completed by late 1976.

FAMILY OF MAN

Developer:	Project Social Studies, University of Minnesota
Publisher:	Selective Educational Equipment, Inc. 3 Bridge Street Newton, Massachusetts 02195
Publication Date:	1971-76
Grade Level:	K-5
Subject Area:	Social Studies

Berg, Marlowe Jean. "A Comparison of the Effects of Information and the Effects of Contact on Children's Attitudes toward Other National Groups." Unpublished doctoral dissertation. Minneapolis, MN: University of Minnesota, 1970. 141 pp. DAI Order No. 71-18,683.

The major purpose of this study was to compare the effects of an instructional program based on the *Family of Man* materials prior to publication and the effects of contact with other national groups on the attitudes of students toward other cultural and national groups. The sample consisted of three groups of 50 students drawn from middle-class third- and fourth-grade classes. One group had contact with other peoples, one used the *Family of Man* materials, and the other group had neither experience. (Summative)

Mitsakos, Charles L. "Evaluation of the Family of Man/Minnesota Project Social Studies." Report presented at Administrators' Social Studies Conference sponsored by National Science Foundation, Stanford University, July 22, 1974. 5 pp. SO 009 596.

This report briefly summarizes the procedures and results of five experimental evaluation studies of the *Family of Man* materials and one teacher survey conducted as part of SSEC's Curriculum Information Network. The five separate studies focus on variables such as children's perception of other people, students' attitudes toward social studies, school, and the United States, social studies knowledge, and critical thinking skills. (Summative)

Mitsakos, Charles L. *FAMES Project: Final Report.* Boston, MA: Boston University, School of Education, Social Education Department, 1976. 22 pp. SO 009 594.

This report of the Family of Man Evaluation Study Project (FAMES) presents conclusions about the effects of *Family of Man* on third-grade children's views of foreign peoples. The study compared third graders who had been involved with *Family of Man* during the first, second, and third grade with children who had been subjected continuously to some other recognizable and well-defined social studies program for three years and with children who had not been exposed continuously to such a program for three years. Performances on four attitude scales and on a standardized social studies achievement test were compared. Representative whole-class groups of children in 25 schools from 19 school districts in nine states across the U.S. participated. The experimental group was composed of 21 intact classes (509 third-grade children); the

first control group contained 233 third-grade children in 11 intact classes; and the second control group included 220 third-grade children in ten intact groups. (Summative)

Mitsakos, Charles L. "Minnesota Project Social Studies and Standardized Achievement Test Scores in Chelmsford." Chelmsford, MA: Chelmsford Public Schools, n.d. 2 pp.

This two-page paper summarizes the results of a seven-year study of the effect of an elementary social studies program based on *Family of Man* on the achievement scores of fourth-grade students in Chelmsford, Massachusetts. (Summative)

Myers, Charles B. *Social Studies Innovations 1968-1969: A Report of the Social Studies Pilots of the SPEEDIER Project.* Report, U.S. Department of Health, Education, and Welfare, Office of Education, Grant No. OEG-3-7-703596-4396. Palmyra, PA: Curriculum Study Research and Development Council of South Central Pennsylvania, 1969. 67 pp. ED 040 899.

The purpose of this study was to pilot test various five new social studies curricula developed by projects during the 1960s. The curricula were the *Holt Social Studies Curriculum* developed at Carnegie-Mellon University, the Taba program, the University of Minnesota project materials, the Greater Cleveland program developed by the Educational Research Council of America, and *Our Working World*. A total of 72 teachers and over 2,500 students from four Pennsylvania counties participated in the pilot studies. The pilot testing of the University of Minnesota Project Social Studies program involved the materials for grades one through five. Fifteen teachers and over 400 students from six school districts participated in the study. The major variables examined were general social studies knowledge, thinking skills, and attitudes toward self and school. (Summative)

Preparation and Evaluation of Social Studies Curriculum Guides and Materials for Grades K to 14. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project No. HS-045, Grant No. OE-3-10-106. Minneapolis, MN: University of Minnesota, 1968. 459 pp. ED 023 690.

This final report of the University of Minnesota Project Social Studies contains a brief discussion of the evaluation procedures used to

determine the effectiveness of the raw materials. Although subjective evaluations and teacher feedback were gathered for all courses developed by the project, only the primary level and seventh-grade materials were tested experimentally. The results of the primary study (Berg 1970) are briefly discussed in the text of the report and the entire study is included in the appendix (pp. 322-54). The seventh-grade materials evaluation focused primarily on learning basic sociological concepts and principles. A sample consisted of approximately 700 junior high school students from nine schools. (Summative)

Savage, Ronald J. "The Effects of the Family of Man on Primary Grade Social Studies Achievement." Curriculum Evaluation Report. Fairfax, VA: Fairfax County Public Schools, Division of Research and Testing, 1973.

The purpose of this study was to determine the effectiveness of a pilot program in grades one and two of the Fairfax County public schools that used *Family of Man* during the 1972-73 school term. The social studies knowledge of students in the *Family of Man* program was compared with the social studies knowledge of students in the regular social studies program. The sample consisted of over 700 primary students. This study is also summarized in Mitsakos (1974). (Summative)

Sax, Gilbert, and Theodore Kaltsounis. "A Final Report on the Evaluation of the Experimental Social Studies Program of the Bellevue Public School System." Seattle, WA: University of Washington, 1969.

The purpose of this study was to compare students in grades three and four in Bellevue, Washington, who used the Minnesota Project Social Studies materials with those in the regular social studies program. The main variable examined was the learning of basic social studies content. Two others were retention of that knowledge and attitudes toward social studies. (Summative)

West, Edith. *The Family of Man, A Social Studies Program: Rationale and Overview.* Newton, MA: Selective Educational Equipment, 1971. 43 pp. ED 068 377.

The last section of this report summarizes four evaluation studies on the Minnesota Project Social Studies materials for grades one through four. The studies discussed focused on children's perception of other people, learning of basic social studies concepts, critical thinking skills, and attitudes toward social studies. (Formative and Summative??)

FIRST THINGS: SOCIAL REASONING
FIRST THINGS: VALUES

Authors: Lawrence Kohlberg, Robert L. Selman, and Diane F. Byrne (*Social Reasoning*); Lawrence Kohlberg and Robert L. Selman (*Values*)

Publisher: Guidance Associates
757 Third Avenue
New York, New York 10017

Publication Date: 1974 (*Social Reasoning*); 1972 (*Values*)

Grade Level: 1-5

Subject Area: Affective Education, Values Education

Cooney, Ellen Ward. "Social-Cognitive Development: Applications to Intervention and Evaluation in the Elementary Grades." Paper presented at the Annual Meeting of American Psychological Association, Chicago, August 1975. 22 pp. ED 119 828.

The purpose of this study was to determine the effects of an eight-week program using both *First Things: Values*, and *First Things: Social Reasoning* on second and third graders in 14 elementary classes. The dependent variables focused on included change in social perspective-taking structure, change in interpersonal conceptions, and ability to focus spontaneously on other person's thoughts and feelings and on the kind of social interaction occurring in a group. (Summative)

Enright, Robert D., Susan Colby, and Idonis McMullin. "A Social-Cognitive Developmental Intervention with Sixth and First Graders." Paper presented at the Annual Meeting of the American Psychological Association, Chicago, September 1975. 16 pp. ED 119 841.

The purpose of this study was to determine the effectiveness of a cross-age intervention program based partly on Selman's theory of social perspective taking and using, among other treatments, sections of *First*

Things: Social Reasoning. The intervention program involved sixth graders leading discussion groups with first graders on various topics related to interpersonal relations. The sample consisted of 24 randomly selected sixth graders stratified by sex. Twelve were randomly chosen for a 22-week training period. The others engaged in the cross-age discussions without training. This paper discusses the results of this training program on the sixth graders in terms of their levels of interpersonal conceptions (as defined by Selman's theory), means-end social problem solving, and referential communication. The results presented in this paper are part of a larger study to be published later which deals with the programs effects on the first graders. (Summative)

Selman, Robert L., and Marcus Lieberman. "Moral Education in the Primary Grades: An Evaluation of a Developmental Curriculum." *Journal of Educational Psychology*, 67:5 (Oct. 1975), 712-16.

The purpose of this study was to evaluate the effects of a program based on the *First Things: Values* filmstrips and discussion methods on students level of usage of the concept of intentionality in making moral judgments (on what level a student considers the intentions of a person in a moral or social dilemma when offering solutions). The sample consisted of 68 second-grade students, half from middle and half from lower socioeconomic status school districts. The lessons were used twice a week for five weeks. (Summative)

FROM SUBJECT TO CITIZEN

Developer:	Education Development Center
Publisher:	Denoyer-Geppert Company 5235 Ravenswood Avenue Chicago, Illinois 60640
Publication Date:	1970
Grade Level:	8-9 (10-12)
Subject Area:	American History, Political Science

No evaluation reports available.

GEOGRAPHY CURRICULUM PROJECT

Earth: Man's Home
Population Growth in the United States and Mexico
Black Population Distribution and Growth in the United States
Functions of Cities
Comparative Rural Landscapes

Developer:	Geography Curriculum Project, University of Georgia
Publisher:	Geography Curriculum Project University of Georgia Athens, Georgia 30601
Publication Date:	1968, 1972, 1973, 1974, 1970
Grade Level:	K-7
Subject Area:	Environmental Education, Geography

Dale, John Richmond. *The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit.* Athens, GA: Geography Curriculum Project, University of Georgia, 1972. 140 pp. ED 075 317.

This study describes and evaluates an intermediate grade self-instructional unit in population geography organized according to the Forced Inferential Response Mode (FIRM) method of presentation. Two versions of the unit *Population Growth in the United States and Mexico* were prepared, one following the FIRM format and the other using a more traditional structure of written narrative supplemented with graphic illustrations. The total sample consisted of 15 fifth-, sixth-, and seventh-grade classrooms, three of which were used in the pilot phase and 12 in the field trials. (Formative)

Imperatore, William A. *Evaluation of a Conceptual Geography Unit for Kindergarten.* Athens, GA: Geography Curriculum Project, University of Georgia, 1970. 392 pp. ED 041 811.

The purpose of this study was to evaluate the usability by pupils and teachers of the kindergarten unit *Earth: Man's Home.* Twenty-four subhypotheses were also investigated, regarding the effects of pupil sex, race, socioeconomic status, pretesting, teacher background in geography, experience teaching the unit, perception of overall unit appropriateness, and perception of grade-level appropriateness. The study involved 14 teachers and 268 pupils in 17 classes in two Georgia counties. (Formative)

Imperatore, William. "Geography at the Kindergarten Level: Report of a Study." *Journal of Geography*, 70:5 (May 1971) 296-302.

The purpose of this study was to determine the success of an experimental version of *Earth: Man's Home* for kindergarten on the basis of pupil achievement and teacher useability. The study involved 332 pupils and 14 teachers in 17 classes in Georgia. (Formative?)

Jones, Frank Geoffrey. "The Effects of Mastery and Aptitude on Learning, Retention, and Time." Unpublished doctoral dissertation. Athens, GA: Geography Curriculum Project, University of Georgia, 1974. 166 pp. ED 108 981. DAI Order No. 75-8165.

This research study used two versions of the self-instructional unit *Functions of Cities* as its experimental treatment variable. The purpose of the study was to compare self-instructional mastery and non-mastery treatments to determine if there are differences in learning, retention, and time-to-testing of high, middle, and low aptitude students. Twenty seventh-grade classes from a Georgia school district participated in the study. (Formative)

Keach, Everett T., Jr., and David A. Pierfy. *The Effects of a Simulation Game on Learning of Geographic Information at the Fifth Grade Level*. Final Report. U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Research and Development, Project No. 2-D-060, Grant No. OEG-4-72-0022. Athens, GA: University of Georgia, 1972. 106 pp. ED 068 889.

This volume reports on an assessment of the cognitive impact of a simulation game, *Sailing Around the World*, which was designed to teach the location and direction of the world's ocean current patterns and wind systems, and skills in plotting location and identifying cardinal and intermediate directions. A stratified random procedure was used to assign 185 students to two treatment groups: one used the simulation game and the other used a programmed text with similar cognitive objectives. The sample was divided by sex, ranked and paired by reading scores, and randomly assigned to treatment. Treatments were followed by both a posttest and delayed posttest. (Formative?)

Pelletti, John Charles. "The Effects of Graphic Roles on Learning Geography Materials in the Middle Grades." Unpublished doctoral

dissertation. Athens, GA: University of Georgia, 1973. 650 pp. DAI Order No. 74-4857.

The purpose of this study was to determine the effect of graphic roles on learning geography materials in the middle grades. The researcher developed five treatment units, all similar in content but varied in format, entitled *Black Population Distribution and Growth in the United States*. Format of each unit varied by the inclusion or exclusion of graphics, narrative, and focusing instruments (interrogative statements to guide study). Fifth, sixth, and seventh graders were included in the experimental sample. (Formative)

Steinbrink, John E. *The Effectiveness of Advance Organizers for Teaching Geography to Disadvantaged Rural Black Elementary Students*. Athens, GA: Geography Curriculum Project, University of Georgia, 1970. 277 pp. ED 041 812.

This study tested the hypothesis that fifth and sixth graders would learn more geography content by using textual materials with theoretical advance organizers and daily narrative organizers than by using identical materials with no advance organizers. Three teachers taught both the experimental and control groups (six classes, 156 subjects). Two versions of the unit *Comparative Rural Landscapes*, developed by the author, were used. (Formative)

GEOGRAPHY IN AN URBAN AGE

Developer: High School Geography Project, Association of American Geographers

Publisher: Macmillan, Inc.
School Division
866 Third Avenue
New York, New York 10022

Publication Date: 1969-70 (rev. ed. in progress)

Grade Level: 10 (7-12)

Subject Area: Environmental Education, Geography

Bogatz, Gerry Ann. *Inside the City: Evaluation Report From a Limited School Trial of a Teaching Unit of the High School Geography Project*. Princeton, NJ: Educational Testing Service, 1966. 62 pp. ED 045 525.

In the fall of 1966, *Inside the City* underwent its second school trial. At the beginning of the trial, the 70 participating teachers administered the verbal sections of the Cooperative School and College Ability Test (SCAT) to 3,034 seventh- through 12th-grade students. A pretest of knowledge of geography was administered to students; and a posttest on basic concepts taught in the unit was also given. In addition, students and teachers filled out a questionnaire evaluating the effectiveness of the unit and its separate activities. Recommendations for revisions of the unit are listed. (Formative)

Bogatz, Gerry Ann. *Manufacturing: Evaluation Report From a Limited School Trial of a Teaching Unit of the High School Geography Project.* Princeton, NJ: Educational Testing Service, 1967. 58 pp. ED 045 524.

In the fall of 1966, the manufacturing unit was tried out with 70 teachers and 2,400 students in the seventh through 12th grades. Estimates of verbal aptitude of students were taken from the Cooperative School and College Ability Test (SCAT). Also, students took a pretest of knowledge of geography. At the end of the unit, students took a test of basic concepts taught in the unit. In addition, students and teachers gave their reactions to the unit on questionnaires. Recommendations for the revision of the unit are given in the report. (Formative)

Bogatz, Gerry Ann. *Networks of Cities: Evaluation Report From a Limited School Trial of a Teaching Unit of the High School Geography Project.* Princeton, NJ: Educational Testing Service, 1967. 63 pp. ED 045 526.

Seventy teachers taught this unit to 2,400 seventh through 12th graders in the fall of 1966. The Cooperative School and College Ability Test (SCAT) provided estimates of students' verbal aptitudes prior to instruction. A pretest on knowledge of geography was administered to students. Following instruction, students took a test of basic concepts taught in the unit. Also, both students and teachers filled out a questionnaire, giving their reactions to the unit. Recommendations for the revision of the unit are given in the report. (Formative)

Bogatz, Gerry Ann. *Political Processes: Evaluation Report From a Limited School Trial of a Teaching Unit of the High School Geography Project.* Princeton, NJ: Educational Testing Service, 1967. 57 pp. ED 045 522.

The political processes unit was tested in the winter of 1966-67 by 70 teachers with approximately 2,100 seventh through 12th graders. Before instruction began, verbal aptitudes of students were estimated through use of the Cooperative School and College Ability Test (SCAT) and students took a pretest of knowledge of geography. At the end of the unit, students were given a test of the basic concepts taught in the unit. In addition, students and teachers filled out a questionnaire about their reactions to the materials. Recommendation for revision of the unit are given. (Formative)

Bogatz, Gerry Ann, Herbert Friedman, and Dana Kurfman. *High School Geography Project: Introductory Unit. ETS Evaluation Report, Limited Field Trials.* Princeton, NJ: Educational Testing Service, 1966. 25 PP. ED 045 523.

In the fall of 1965 the introductory unit of HSGP was field tested in four states (California, Illinois, Ohio, and New Jersey) with 47 teachers and approximately 2,200 students. Estimates of verbal aptitude of students were taken from the Cooperative School and College Ability Tests (SCAT); a unit test was administered before and after instruction in order to measure cognitive gain. Students, teachers, and observers filled out questionnaires asking for their impressions of the unit. Recommendations for revision are given in the report. (Formative)

Bogatz, Gerry, and Dana Kurfman. *High School Geography Project: Intra-Urban Unit.* Princeton, NJ: Educational Testing Service, 1966. 37 pp. ED 069 583.

The intra-urban unit was field tested in California, Illinois, Ohio, and New Jersey in 1965. Trials involved 47 teachers and approximately 2,200 students. The School and College Ability Tests (SCAT) were used to estimate student verbal aptitude prior to instruction. A unit test on concepts taught in the unit was given to students before and after instruction. Students and teachers completed questionnaires on their impressions of the unit. Recommendations are made for revision of the unit. (Formative)

Carswell, Ronald J.B., and Dana G. Kurfman. "Differential Effects of Self-contained Teacher Education Kits on Pre- and In-Service Social Studies Teachers." Paper presented at the Annual Meeting of the American Educational Research Association, 1971. 19 pp. ED 049 957.

Three five-hour teacher education kits (*Using Simulation to Involve Students, Using Media to Stimulate Inquiry,* and *Using Evaluation to Improve Instruction*) were developed by HSGP, using successful teaching strategies from the high school course developed by the Project. These were field tested in 1969-70 with 64 volunteer teacher trainers and 1,400 participants from 35 states. The 64 classes were broken down into the following four groups: (1) 16 preservice geographic education classes; (2) 16 inservice social studies classes; (3) 16 preservice social studies classes; and (4) a control group of 16 preservice social studies classes that did not use the kits. The three research questions were:

1) Is there a significant difference between pre- and post-attitude scores for each of the three treatment groups and the control group in relation to the topics of each kit?
2) Is there a significant difference among the four groups on the posttest attitude scores related to each of the three kits?
3) Do instructors and participants consider each of the three kits to be effective ways to promote learning?

(Formative)

Evaluation Report: HSGP Teacher Education Kits. Washington, DC: Association of American Geographers, 1970. 7 pp. ED 054 980.

This report provides a partial summary--omitting, for instance, the control group data--of the field trials of the three HSGP teacher education kits. The results of this evaluation are more fully reported in Carswell and Kurfman (1971), described above.

Kurfman, Dana G. "A Curriculum Revision Evaluation Model: Its Tryout and Revision." Unpublished doctoral dissertation. Champaign, IL: University of Illinois, 1968. 175 pp. DAI Order No. 69-10,756.

The main purpose of this thesis was to elaborate a model for formative evaluation of curriculum materials. However, since the concrete case used was a school tryout of an HSGP unit, *The Geography of Culture Change,* many findings related to that experimented unit are presented, including the effects on student and teacher attitudes of

teacher background in geography and of student grade level, sex, and verbal aptitude. The tryouts of the unit involved 27 teachers and 1,200 students. (Formative)

Kurfman, Dana G. "Using Questionnaire Data To Revise Curriculum Materials." Paper presented at the Annual Meeting of the American Educational Research Association, March 1970. 6 pp. ED 041 933.

This paper points out that student test data were of little use in identifying problems or suggesting revisions for the HSGP materials but that questionnaire information did prove useful in rating the effectiveness of various lessons in the materials. The development and interpretation of questionnaire data on student interest in the learning activities are described. As an example, student interest data on three units (*Geography of Cities, Manufacturing and Agriculture,* and *Geography of Culture Change*) are displayed and interpreted for two trials each (1966-67 or 1967-68 and 1968-69). (Formative)

Kurfman, Dana, Robert Richburg, Nancy McKinley, and Ina Phillips. *The Geography of Culture Change: Evaluation Report From a Limited School Trial of a Teaching Unit of the High School Geography Project.* Washington, DC: Association of American Geographers, 1968. 86 pp. ED 046 804.

The 1967-68 school trials of the culture unit provided data in three areas: student attitudes toward the materials, teacher attitudes toward the materials, and student cognitive learning. Twenty-seven teachers taught the unit to approximately 1,250 ninth- through 12th-grade students. Estimates of verbal aptitude were obtained prior to instruction from the Cooperative School and College Ability Test (SCAT); a unit test was administered before and after instruction; and student and teacher questionnaires soliciting reactions to the unit and its separate activities were administered after the unit was taught. Recommendations for revision are given for the unit as a whole and for each separate learning activity in the unit. (Formative)

Kurfman, Dana, Robert Richburg, Nancy McKinley, and Ina Phillips. *Growth of Cities: Evaluation Report From a Limited School Trial of a Teaching Unit of the High School Geography Project.* Washington, DC: Association of American Geographers, 1968. 86 pp. ED 046 806.

The 1967-68 school trials of *Growth of Cities* yielded data in three areas: student attitudes toward the materials, teacher attitudes toward the materials, and student cognitive achievement. Twenty-seven teachers used the materials with approximately 1,250 ninth through 12th graders. Estimates of verbal aptitude were obtained prior to instruction, using the Cooperative School and College Ability Test (SCAT); a unit test was administered before and after instruction; and student and teacher questionnaires were given after the unit was taught. Recommendations for revision are given for the unit as a whole and for each separate learning activity in the unit. (Formative)

Kurfman, Dana, Robert Richburg, and Ina Phillips. "Cultural Geography: Evaluation Report." Boulder, CO: High School Geography Project, 1969. 18 pp. SO 009 249.

During 1968-69, 29 teachers in 22 different states participated in tryouts of the culture unit. Approximately 950 students in grades nine through 12 were involved. Estimates of verbal aptitude were obtained from the Cooperative School and College Ability Test (SCAT). Students were pre- and posttested using a unit test of concepts taught in the materials. Following the teaching of the unit, students and teachers filled out questionnaires asking for their perceptions of the usefulness, clarity, and effectiveness of the materials. Recommendations for revisions of the unit as a whole and each separate learning activity in the unit are given in the report. (Formative)

Kurfman, Dana, Robert Richburg, and Ina Phillips. *High School Geography Project: Geography of Cities, Abbreviated Evaluation Report.* Washington, DC: Association of American Geographers, 1968. 14 pp. ED 046 807.

The 1967-68 school trials of *Geography of Cities* provided information in three areas: student attitudes toward the materials, teacher attitudes toward the materials, and student cognitive attainment. Twenty-nine teachers taught the unit with approximately 950 students in the ninth through 12th grades. Estimates of verbal aptitude were obtained prior to instruction from the Cooperative School and College Ability Test (SCAT); a unit test was administered before and after instruction; and student and teacher questionnaires were given after the unit was taught. (Formative)

Kurfman, Dana, Robert Richburg, and Ina Phillips. "Manufacturing and Agriculture: Evaluation Report." Boulder, CO: High School Geography Project, 1969. 21 pp. SO 009 250.

This is a report on the field test, during 1968-69, of *Manufacturing and Agriculture*, which combined two previously separate units of HSGP. Twenty-nine teachers in 22 different states participated in these trials. Approximately 950 students in grades nine through 12 were involved. Estimates of student verbal abilities were obtained from the Cooperative School and College Ability Test (SCAT). A pre- and posttest of concepts taught in the unit were administered. After instruction, students and teachers filled out questionnaires asking for their reactions to the unit as a whole and to each activity within the unit. Recommendations for revision of the unit and each activity are given. (Formative)

Richburg, Robert. "An Assessment of the Impact of HSGP." Memorandum to HSGP Steering Committee, June 1970. SO 009 248.

This memo reports on an HSGP staff survey of members of the Association of American Geographers, members of the National Council on Geographic Education, and HSGP trials teachers. The purposes of the survey were to explore perceptions of the impact of the course on geographic teaching and to obtain recommendations for future activity in geographic education. Of the 600 questionnaires sent to AAG members, 38 percent were returned; of the 600 sent to NCGE members, 25 percent were returned; 45 percent of the 130 former trials teachers returned their questionnaires. (Summative)

Richburg, Robert Williams. "The Application of Item Sampling Procedures to The Evaluation of An Innovative Geography Curriculum." Unpublished doctoral dissertation. Boulder, CO: University of Colorado, 1971. 153 pp. DAI Order No. 72-3694.

This study sought to demonstrate the usefulness of item sampling testing procedures for evaluating curriculum materials. Achievement and attitude results on two HSGP units (*Geography of Cities* and *Manufacturing and Agriculture*) are presented. These include knowledge of concepts of urban and economic geography, map and graph reading skills, knowledge of distribution of physical and human phenomena over the world, knowledge of

location of nations, interest in the study of geography, positive attitudes towards sources of geographic information, and openness of cognitive style. Thirty-seven teachers and 1,250 students from all parts of the country were involved in the study; 250 of the students and eight of the teachers served as controls, using a world regional geography curriculum instead of the HSGP materials. (Formative)

Richburg, Robert, Dana Kurfman, Nancy McKinley, and Ina Phillips. *Agriculture: Evaluation Report From a Limited School Trial of a Teaching Unit of the High School Geography Project*. Washington, DC: Association of American Geographers, 1968. 62 pp. ED 046 805.

The 1967-68 school trials of the agriculture unit provided data in three areas: student attitudes toward the materials, teacher attitudes toward the materials, and student cognitive attainment. Eleven teachers taught the unit to approximately 300 students, grades nine through 12. Estimates of verbal aptitude were obtained prior to instruction, using the Cooperative School and College Ability Test (SCAT); a unit test was administered before and after instruction; and student and teacher questionnaires were administered after the unit was taught. Recommendations for revision are given for the unit as a whole and for each separate learning activity in the unit. (Formative)

Womack, James Alonzo. "An Analysis of Inquiry-Oriented High School Geography Project Urban Materials." Unpublished doctoral dissertation. San Diego, CA: United States International University, 1969. 160 pp. DAI Order No. 69-12,824.

The hypothesis tested in this study was that students taught by an inquiry-oriented method would learn more about urban geography than would students taught by a more traditional approach. Twelve teachers and 650 students in six junior high schools in the San Diego area were divided into three groups. One used the HSGP *Growth of Cities* unit; a second group received no urban geography instruction; and a third was instructed in a traditional manner in urban geography. The *Growth of Cities* urban knowledge test was administered before and after treatment, as well as six months later. (Formative?)

GREAT DECISIONS

Developer:	Foreign Policy Association
Publisher:	Holt, Rinehart and Winston, Inc. School Department 383 Madison Avenue New York, New York 10017 (from 1972 on)
	Allyn and Bacon, Inc. Rockleigh, New Jersey 07647 (1963-1972)
Publication Date:	1963
Grade Level:	9-12 (Adults)
Subject Area:	Contemporary Problems, Political Science

Blum, J. Michael, and Robert Fitzpatrick. *Conditions of Participation in a Public Affairs Adult Education Program: A Developmental Study.* Report, U.S. Department of Health, Education, and Welfare, Office of Education, Project No. BR-6-8191, Contract No. OEC-1-6-068191-0676. Pittsburgh, PA: American Institute for Research in Behavioral Sciences, 1966. 30 pp. + appendices. ED 010 073.

The purpose of this study was to explore the structure and functions of *Great Decisions* discussion groups within and across communities and to develop instruments for further study of the program. (The compilers were unable to locate any reports on these planned further studies.) The investigators examined the effects of membership characteristics and group programming and processes on members' interests, activities, knowledge, and attitudes. Specifically, they sought information on membership history of participants, membership history of groups, mechanisms and motives for becoming involved in the program, sponsorship of groups, methods of organizing the groups, leadership, group size, composition of groups, social attraction in groups, preparation and participation, group process, group foreign affairs activities, perceived outcomes, and satisfaction. The study was conducted in 1965. Forty participants in Colorado were interviewed and an additional 500 participants returned questionnaires that were mailed to the groups in their 1965 *Great Decisions* packets. (Formative)

HOLT DATABANK SYSTEM

Editor: William R. Fielder

Publisher: Holt, Rinehart and Winston, Inc.
393 Madison Avenue
New York, New York 10017

Publication Date: 1972

Grade Level: K-6

Subject Area: Social Studies

No evaluation reports available.

HOLT SOCIAL STUDIES CURRICULUM

Comparative Economic Systems
Comparative Political Systems
The Humanities in Three Cities
Introduction to the Behavioral Sciences
A New History of the United States
The Shaping of Western Society
Tradition and Change in Four Societies

Developer: Social Studies Curriculum Project, Carnegie-Mellon University

Publisher: Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Publication Date: 1969-75

Grade Level: 9-12

Subject Area: American History, Anthropology, Economics, Humanities, Political Science, Psychology, Sociology, World History

Fenton, Edwin, John M. Good, and Mitchell P. Lichtenberg. *A High School Social Studies Curriculum for Able Students; An Audio-visual Component to a High School Curriculum for Able Students.* Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project Nos. HS-041 and H-292, Contract Nos. OE-3-10-103 and OE-6-10-130. Pittsburgh, PA: Carnegie-Mellon University, Social Studies Curriculum Center, 1969. 87 pp. ED 030 672.

This final report of the Carnegie-Mellon Social Studies Curriculum Project provides a summary of the project acitivites and results and

more extensive chapters on: organizing a curriculum project; the rationale, trial, and dissemination of the Carnegie-Mellon materials; and research and evaluation. The experimental evaluation of materials focused primarily on: knowledge of social studies facts and concepts, social studies skills, and critical thinking skills. A total of 463 able students from five high schools in the Pittsburgh area were used as the sample. (Formative and Summative??)

Good, John M., John V. Farley, and Edwin Fenton. "Developing Inquiry Skills with an Experimental Social Studies Curriculum." *The Journal of Educational Research*, 63:1 (September 1969) 31-35.

The purpose of this study was to determine the effects of the original version of *Holt Social Studies Curriculum* on the learning of a variety of social studies inquiry skills by able high school students. Nearly 200 students in two Pittsburgh high schools completed the first three years of the *Holt Curriculum* (grades nine through 11). A test was devised to measure skills such as recognizing problems which can be solved by social inquiry, logical generalizations, and data which is relevant to a hypothesis. (Summative)

Lieberman, Marcus. "Evaluation of a Social Studies Curriculum Based On an Inquiry Method and a Cognitive Developmental Approach to Moral Education." Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 1976. 18 pp. ED 106 175.

The purpose of this study was to assess the effects of a social studies program which combined Fenton's inquiry approach with Kohlberg's moral development approach. The program consisted of using the 1973 edition of *Comparing Political Systems* revised to include selected moral dilemma episodes. Twelve teachers and approximately 300 students from six suburban Boston school districts participated in the study. Major variables focused on were: knowledge of social studies facts and principles; learning and inquiry skills; attitudes toward self, social studies, and the national process; and stage of moral development. (Formative?)

Myers, Charles B. *Social Studies Innovations 1968-1969: A Report of the Social Studies Pilots of the SPEEDIER Project*. Report, U.S. Department of Health, Education, and Welfare, Office of Education, Grant No. OEG-3-7-703596-4396. Palmyra, PA: Curriculum Study Research and Development Council of South Central Pennsylvania, 1969. 67 pp. ED 040 899.

The purpose of this study was to pilot test five new social studies curricula developed by projects during the 1960s. The curricula were the *Holt Social Studies Curriculum* developed at Carnegie-Mellon University, the Taba program, the University of Minnesota project materials, the Greater Cleveland program developed by the Educational Research Council of America, and *Our Working World*. A total of 72 teachers and over 2,500 students from four Pennsylvania counties participated in the pilot studies. The pilot testing of Fenton's *Holt Social Studies Curriculum* involved only the nineth- and tenth-grade components--*Comparative Political Systems, Comparative Economic Systems, The Shaping of Western Society,* and *Tradition and Change in Four Societies*. Fifteen teachers and nearly 900 students in grades nine through 12 from nine school districts participated in the study. The major variables studied were critical thinking skills, cognitive understanding of economics, government and world history, and interpersonal value change. (Summative)

HUMAN DEVELOPMENT PROGRAM: METHODS IN HUMAN DEVELOPMENT

Authors:	Harold Bessell and Uvaldo Palomares
Publisher:	Human Development Training Institute 4455 Twain Avenue, Suite H San Diego, California 92120
Publication Date:	1973
Grade Level:	Preschool-4 (5-6)
Subject Area:	Affective Education

Firth, James Leslie. "An Investigation of the Effectiveness of the Bessell-Palomares Inservice Training Program on Teacher Attitudes." Unpublished doctoral dissertation. Tempe, AZ: Arizona State University, 1974. 236 pp. DAI Order No. 74-8885.

This study evaluated the effectiveness of a 30-hour *Human Development Program* inservice training program. Three workshops, involving a

total of 161 teachers, were held in Arizona, Alabama, and Texas. The dependent variables examined were openness, child-centeredness, and teacher-child affection. (Summative?)

Martorella, Peter H. "Selected Early Childhood Affective Social Studies Programs: An Analysis of Theories, Structure, and Consistency." Paper presented at Annual Meeting of the National Council for the Social Studies, College and University Faculty Assembly, November 1973. 29 pp. ED 103 333.

In this paper the author discusses four aspects of four affective social studies programs: their structural characteristics, the learning outcomes specified by the programs, the theoretical bases of the programs, and the degree of consistency between objectives and instructional strategies. As a check on the last, consistency, the author conducted loosely structured classroom field tests of the four programs with an unspecified number of pupils. The account of the classroom results for the *Human Development Program* is rather sketchy, indicating only that (1) there was no opportunity to observe the use of reinforcement strategies, one of the main concerns of the author in regard to this particular program, and (2) the level of development of the teacher's group process skills was another focus of the observations. (Summative)

Sweaney, David Raymond. "A Study of the Effects of an Affective Curriculum Program on the Awareness, Self-concept, and Social Interaction of First Grade Students." Unpublished doctoral dissertation. University, AL: University of Alabama, 1973. 139 pp. DAI Order No. 74-9396.

The purpose of this study was to determine the effects of the *Human Development Program* on the awareness, self-concept, and social interaction of first graders in a public school setting. The exact number of experimental and control group pupils is not noted in *Dissertation Abstracts*. The investigator measured changes in children's thoughts, feelings, and predictions of action consequences of behaviors shown in pictures; changes in self-concept (subscales: self-referent, mother-referent, teacher-referent, and peer-referent self-concept); and observed student behavior (agression, resistance, nurturance, and cooperation). (Summative?)

THE HUMAN EXPERIENCE: WORLD CULTURE SERIES

Authors:	David Weitzman and Richard E. Gross
Publisher:	Houghton Mifflin Company 110 Tremont Street Boston, Massachusetts 02107
Publication Date:	1974
Grade Level:	11-12 (9-10)
Subject Area:	World History, World Cultures

No evaluation reports available.

THE HUMAN VALUES SERIES

Authors:	Zelda Beth Blanchette, V. Clyde Arnspiger, James A. Brill, and W. Ray Rucker
Publisher:	Steck-Vaughn Company P.O. Box 2028 Austin, Texas 78767
Publication Date:	1970, 1973
Grade Level:	K-6
Subject Area:	Values Education

Goodenough, Robin. "Relationship of Value Education to Academic Achievement, to Grades, and to Social Service Participation." Unpublished doctoral dissertation. San Diego, CA: United States International University, 1972. 115 pp. DAI Order No. 72-23,494.

The purpose of this study was to assess the effects of a sixth-grade values education program, partly based on *The Human Values Series* readers, on students' academic achievement and participation in social service activities in school, at home, and in the community. Sixth-grade students in two elementary schools in Coronado (California) School District comprised the sample. (Summative)

Kutchener, Ernest Leo. "The Relationship between the Use of the *Human Values Series* Readers and Reading Comprehension." Unpublished doctoral dissertation. San Diego, CA: United States International University, 1969. 104 pp. DAI Order No. 69-19,844.

The purpose of this study was to determine the effectiveness of *The Human Values Series* readers in increasing elementary students' reading comprehension. The sample consisted of 242 fifth- and sixth-grade students from Santee (California) School District. (Summative)

Learner Verification Report: The Human Values Series, Supplementary Readers. Austin, TX: Steck-Vaughn, n.d. (1973?). 9 pp.

This report, published by Steck-Vaughn, includes various descriptive and evaluative data on *The Human Values Series* readers. In addition to general information about the program and authors, this report contains data on the readability levels for each textbook. Two research studies using this curriculum--Kutchener (1969) and Goodenough (1972)--are also summarized. A list is provided of states and California school districts using the program. Finally, there is a list of specific comments from teachers and parents of Orange County (California) students who have used *The Human Values Series* textbooks. (Summative)

INQUIRIES IN SOCIOLOGY

Developer:	Sociological Resources for the Social Studies, American Sociological Association
Publisher:	Allyn and Bacon, Inc. Rockleigh, New Jersey 07647
Publication Date:	1972
Grade Level:	11-12
Subject Area:	Sociology

Fraser, Graeme S., and Thomas J. Switzer. "Inquiries in Sociology: Responses by Teachers and Students." *Social Education*, 34:8 (December 1970) 922-926, 930.

This article reports several findings to come out of the national school trials of the experimental version of *Inquiries in Sociology*, held in the spring of 1969. There were 222 teachers and over 9,000 students involved. Findings presented include student interest in this course as compared with other courses, student interest in the various parts of the course, student interest in the various course activities, student interest

relative to amount of teacher preparation in sociology, teacher assessment of various aspects of the text, student interest relative to school location, student interest relative to source of school support (public vs. nonpublic), student interest relative to region, and student judgment of offensiveness of aspects of the course. (Formative)

Grahlfs, F. Lincoln. "A New Sociology Course: Some Results of the Field Test." Ann Arbor, MI: Sociological Resources for the Social Studies, 1969. 6 pp. ED 042 679.

An experimental version of the one semester course, *Inquiry in Sociology*, was taught by 222 teachers throughout the U.S. in the spring of 1969. The purpose of this field test was to learn something about the course's relative success in rural, small town, suburban, and central city schools and with students of varying socioeconomic backgrounds, abilities, and aspirations. Student interest, understandings of concepts, critical thinking skills, and application of sociological methods, as well as teacher style and reactions, were studied through observation, interviewing, and testing. (Formative)

ISSUES IN RELIGION

Developer:	The Religion-Social Studies Curriculum Project, Florida State University
Publisher:	Addison-Wesley Publishing Company, Inc. 2725 Sand Hill Road Menlo Park, California 94025
Publication Date:	1973
Grade Level:	9-12 (Adult)
Subject Area:	Religion

Hepburn, Lawrence R. "Religious Commitment and Learning about Religion in Secondary Social Studies." Unpublished doctoral dissertation. Tallahassee, FL: The Florida State University, 1969. 166 pp. DAI Order No. 70-16,328.

The purpose of this study was to determine whether or not studying the *Issues in Religion* materials would change the religous commitment of secondary social studies students. The sample consisted of 169 11th-grade students in eight classes. (Formative)

"The Preparation of Dissemination Media for Learning About Religion in Public Education." Final Report to Arthur Vining Davis Foundation (Miami, FL), Danforth Foundation (St. Louis, MO), and National Endowment for the Humanities. Tallahassee, FL: Florida State University, Religion-Social Studies Curriculum Project, 1973. 22 pp. ED 080 417.

This final report of the Religion-Social Studies Curriculum Project (1971-73) summarizes the rationale and objectives and development and dissemination activities of the Florida State University project. The four films produced by this project were reviewed by educators and the public as a formative field test, but no systematic classroom research activities were initiated. (Formative)

LAW IN AMERICAN SOCIETY

Justice in America Series
Trailmarks of Liberty

Developer: Law in American Society Foundation

Publisher: Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Publication Date: 1974 (rev. ed. of *Justice*); 1971-72 (*Trailmarks*)

Grade Level: 7-12 (*Justice*); 4-5, 7-8, 11-12 (*Trailmarks*)

Subject Area: Legal Education, Political Science

Gentry, Darrell Lee. "Comparative Effects of Two Methods of Teaching Concepts of American Law to High School Students." Unpublished doctoral dissertation. Denton, TX: North Texas State University, 1971. 136 pp. DAI Order No. 72-4078.

The purpose of this study was to compare the effects of two approaches to teaching law and government concepts at the secondary level. The experimental program used the Law in American Society materials, while the control group used a traditional textbook. The variables focused on were student achievement, critical thinking performance, and attitude change. The sample consisted of approximately 900 high school students. (Summative)

Harris, J. Willard. "Evaluation of Achievement and Opinions of Inner City Eighth Graders on Questions of Law." Unpublished doctoral dissertation. Evanston, IL: Northwestern University, 1970. 61 pp. DAI Order No. 71-1858.

The purpose of this study was to determine whether or not a one-year program based on the Law in American Society project materials would significantly increase knowledge of positive attitudes toward the law for inner-city eighth graders. (Summative)

Law in American Society Project: Final Report to the Law Enforcement Assistance Administration. Final Report, U.S. Department of Justice, Law Enforcement Assistance Administration. Chicago, IL: Chicago Board of Education, Department of Government Funded Programs, 1972. 60 pp. ED 079 193.

This final report of the Law in American Society (LIAS) Project outlines the background, objectives, and accomplishments of that project and discusses several recommendations for future directions. The report also presents some data on an evaluation of the LIAS materials in the Chicago public schools during the 1970-71 academic year. This evaluation focused on the effects of the new materials on students' opinions about the law and knowledge of the law. Over 500 students in grades five, seven, eight, nine, and 11 participated in the study. (Formative and Summative??)

Park, Joe C. "Chicago Suburban and Inner-City Student Opinion and Achievement Related to Law in American Society." Unpublished doctoral dissertation. Evanston, IL: Northwestern University, 1970. 125 pp. DAI Order No. 71-1936.

The purpose of this study was to determine the effects of experimental materials developed by the Law in American Society project on the attitudes and achievement scores of suburban and inner-city eighth- and 11th-grade students in Chicago. Five specific areas were examined: (1) the relationship between student achievement and student opinion; (2) the relationship between students' grade level and their opinions; (3) the relationship between location and student achievement and opinion; (4) student knowledge of black history; and (5) student attitudes toward various areas of law in American society. (Formative)

Wick, John W. *Law in American Society: Evaluation Report.* Chicago, IL: Law in American Society, 1970. 101 pp. ED 093 751.

This report summarizes the results of the 1969-70 research program for the Law in American Society Project. These project materials were

used in grades five, seven, nine, and 11 with a total sample of over 400 students. The two key variables examined were knowledge of the concepts covered in the materials and opinions about various aspects of the law and legal system. (Formative)

Wick, John. "'Is It Ever Right To Break the Law?' Robin Hood Did." *Law in American Society*, 2:2 (May 1973) 44-51.

The purpose of this study reported in this article was to determine the effects of the Law in American Society Foundation materials in a large city school district (Dallas). Approximately 200 teachers and 6,300 students in grade five, seven, eight, and 11 participated in the project. Random samples of those students were tested so that between 90 and 120 students were available per cell on each test. The two key variables focused on were knowledge of the concepts involved in the specific programs and attitudes toward the law, legal system, the courts, the legislation system, and the police. (Summative)

THE LAW IN A FREE SOCIETY SERIES

Developer:	Law in a Free Society
Publisher:	Law in a Free Society 606 Wilshire Boulevard, Suite 600 Santa Monica, California 90401
Publication Date:	1972
Grade Level:	K-12
Subject Area:	American Government/Civics, Legal Education, Political Science

A Final Evaluation Report of the Law in a Free Society Project, a project of the State Bar of California in cooperation with the Schools of Law of the University of California and University Extension, University of California, Los Angeles: Phase II, Year 1, 1971-72. Los Angeles, CA: State Bar of California and Schools of Law and University Extension of the University of California at Los Angeles, 1972. 96 pp. ED 091 298.

Despite the use of the word "final" in the title, the authors of this report note that this is only a partial report on evaluation of the second year of the Law in a Free Society Project. At the time the report

was written, not all questionnaire and interview returns were in. The full report was to become available around July 31, 1972. We have not been able to locate a copy of it. The project operated in 50 California districts and involved 1,200 teachers, administrators, and community members. The authors estimate that more than 93,000 students were involved during 1971-72. Four aspects of the project are reported: its administrative organization, its curriculum development products, its teacher inservice program, and its community support. Most of the reported data comes from the survey questionnaire, which was sent to the teachers, administrators, and community members involved in the project. The questionnaire asked for their perceptions of the usefulness of the four aspects of the project and suggestions for improvement. Participants were also asked about the usefulness of each component of the curriculum materials developed. The report states that the project staff felt that it was too early in the development process at that point to measure directly the effects of the materials on students. (Formative)

LIVING IN URBAN AMERICA

Developer:	Slow Learner Project, Carnegie-Mellon University
Publisher:	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, New York 10017
Publication Date:	1974
Grade Level:	9
Subject Area:	Contemporary Problems, Urban Studies

No evaluation reports available.

MAN: A COURSE OF STUDY

Developer:	Education Development Center, Inc.
Publisher:	Curriculum Development Associates, Inc. 1211 Connecticut Avenue, NW, Suite 414 Washington, D.C. 20036
Publication Date:	1970
Grade Level:	5-7
Subject Area:	Anthropology, Social Studies

Belden, George Bradley. "A Study to Determine if Ten-Year-Olds Can Develop an Active Conceptualization of Peace as Reconciliation." Unpublished doctoral dissertation. Tallahassee, FL: Florida State University, 1972. 148 pp. DAI Order No. 72-27,902.

The purpose of this study was to test the theory that fourth and fifth graders can be intellectually stimulated to apply an active conceptualization of peace as reconciliation, involving nonviolent conflict resolution and possibly including cooperation, through use of multimedia materials augmented by receptive activity. The Netsilik Eskimo unit was used as the independent variable with 200 fourth- and fifth-grade students in one Florida city. Dependent variables were student definitions of the term peace; student conceptualization of peace in responses to case studies; student concept of cooperation reflected in a semantic differential scale; and student knowledge of MACOS content. (Summative)

Calvert, John F. *Change in Student Perceptions of the "Social Studies" Following the Introduction of MACOS*. Syracuse, NY: Eastern Regional Institute for Education, 1970. 18 pp. ED 065 422. Not available from EDRS; available from Eastern Regional Institute for Education, 635 James Street, Syracuse, NY 13203.

The objective of this study was to obtain information about the following questions: (1) Will the introduction of MACOS make the students' "perceptual set" toward the social studies more positive? (2) Will the students' choice of descriptors used for the social studies become more positive after the course? and (3) Are there sex differences in these matters? A pre- and posttest was administered, requiring students to rank five major subjects in order of preference and in order of difficulty and to circle descriptors that best reflected how they felt about social studies. The pretest was administered to 102 fifth-grade students in one school in September 1969 and the posttest to 94 fifth-grade students in the same school in June 1970, after they had used MACOS materials for the entire school year. (Summative)

Caputo, Edward Mario. "The Effects of 'Man: A Course of Study,' An Experimental Social Science Course, upon the Achievement, Attitudes, and Anxiety of Impoverished Children in Selected Florida Schools." Unpublished doctoral dissertation. Tallahassee, FL: Florida State University, 1971. 157 pp. DAI Order No. 72-13, 493.

This study examined the achievement and attitude changes of 603 fifth- and sixth-grade children involved in the MACOS program in three Florida schools impacted with impoverished children. It sought to establish whether levels of free anxiety were different for children in the MACOS program, compared to children taught in a traditional social studies program and whether existing relationships between anxiety changes with achievement gains and attitudinal changes. (Summative)

Cole, Henry P., and John G. Herlihy. *Implementation of a Process Curriculum by the Campus Team Strategy*. Report to National Science Foundation. Syracuse, NY: Eastern Regional Institute for Education, 1971. 130 pp. ED 065 458.

This is a report on the first year (1969-70) of ERIE's project to implement MACOS using a "campus-team strategy." In the first year, five colleges with 500 preservice teachers and 11 school districts with 70 teachers, 80 classes, and 2,000 pupils were involved in the program. The purpose of the first year's effort was to study the effectiveness of the implementation strategy, the effectiveness of MACOS as a vehicle for pre- and inservice teacher education, and the properties and effects of process curricula as represented by MACOS. Twenty different tests, questionnaires, reports, and other instruments were administered to various samples of the project participants in the course of the year. Data were collected on: interaction among project participants; the value of the project's pre- and inservice programs; the value of the project's pre- and inservice programs; the value of the campus-team strategy; the knowledge of the adult participants about the philosophy, theory, and design of MACOS; the value of the MACOS curriculum to the agencies and individuals involved in the program; the continuation and expansion of MACOS installation by the schools involved; the institutionalization of MACOS as part of preservice education in the colleges involved; the effects of MACOS and the campus-team strategy on teacher behavior; pupil proficiency in the content of MACOS; and changes in pupil classroom attitudes and behavior. (Summative?)

DeBolt, Susan. "A Study of *Man: A Course of Study* in the Metropolitan School District, Nashville, Tennessee." A Study Presented to the

Faculty of the Division of Education, George Peabody College for Teachers, In Partial Fulfillment of the Requirements for the Degree, Specialist in Education. Nashville, TN: George Peabody College for Teachers, (1972). 148 pp. ED 092 448.

This study was conducted during 1970-71 with 11 teachers in the Nashville public schools who were using MACOS. A total of 602 pupils were involved in the study. They were about equally divided between fifth and sixth grades and also about equally divided into three socio-economic levels. The purpose of the study was to determine learning changes from pre- to posttest among the youngsters and to measure changes in teaching and learning styles. The pre- and posttests measured changes in knowledge related to all units of the course and changes in attitudes related to the Netsilik Eskimo unit. Results were controlled by grade level, socioeconomic status, and prior level of knowledge of the content of the course. Observational techniques were used to study the typical ways in which the curriculum was used (e.g., frequency of use of different types of activities); major teaching styles and classroom atmosphere (e.g., the types of roles assumed by the teacher); and the changes in the above over time. (Summative?)

Deffenbaugh, Sue A., Susan M. Dalfen, and Richard E. Ripple. *An Investigation of an Instrument Battery Related to the Expectancies for Student-Centered Teaching Behaviors in "Man: A Course of Study."* Final Report. Syracuse, NY: Eastern Regional Institute for Education, 1970. 174 pp. ED 093 768.

The study, part of an overall evaluation of MACOS, focused on the development of instruments for assessing the degree to which teachers adopt student-centered behaviors and attitudes as a result of teaching the MACOS curriculum. Thirty-one teachers from five New York communities were involved in the study. A control group was composed of 12 fifth- and sixth-grade teachers not using MACOS. Student-centered attitudes included attitudes about the student as a person, attitudes toward the student's role in the classroom, and attitudes toward the teacher's role in the classroom. Student-centered performances included tendencies toward promoting much student participation in classroom discussion and activities, encouraging much student-student interaction, accepting erroneous or irrelevant student contributions, using personal experiences

as a vehicle for discussion, emphasizing affect and attitudinal changes, and sharing responsibility for evaluation. (Summative?)

DeNike, Lee. "An Exploratory Study of Cognitive Style as a Predictor of Learning from Simulation Games." Paper presented at the Association for Educational Communications and Technology Annual Convention, April 1975. 19 pp. ED 101 728.

This study sheds light on the characteristics of students who might profit most by use of the MACOS games. Educational cognitive style (ECS) is concerned with the types of behaviors, or elements, employed by an individual to derive meaning from an educational task. Examples of elements of ECS are gathering information by listening versus reading, preference for peer group intereaction versus preference for independent activity, and reasoning on the basis of rules. The purpose of this study was to determine if a student's ECS is related to learning from a simulation game. A sample of 24 fifth-grade students was divided into two groups to play two simulation games from MACOS. Group 1 played three rounds of the *Bow and Arrow Hunting Game*, followed by the *Crossing Place Hunting Game*. Group 2 played the games in reverse order. Knowledge gain measured by identical pre- and posttests. After the gaming, an ECS test battery was administered to all. ECS elements were classified as to their frequency within the high- and low-achieving student groups. (Summative)

Fraser, Lowrie A. "Effect of *Man: A Course of Study* on Urban Students' Self Concept as Learners." Paper presented to the Annual Meeting of the National Council for the Social Studies, November 1975. 16 pp. ED 120 030 (SO 008 728).

The purpose of this study was to measure the self-concept of students enrolled in *Man: A Course of Study* and compare those results with students enrolled in other social studies classrooms. Seven-hundred twenty-one MACOS pupils and 736 non-MACOS pupils in Atlanta public elementary schools participated in the survey. The students were measured for self-concepts as learner, motivation, task orientation, self-concept as problem solvers, and concept of themselves in relation to other members of their class. Interactions with grade, race, and sex were examined. (Summative)

Gonzalez, Nancie L., with John H. Haefner and Robert M. Fitch. "Applied Anthropology and the Grade Schools." *Human Organization*, 32:3 (Fall 1973) 295-304.

The purpose of this study was to determine what kind of training is best for MACOS teachers. During the summer of 1970, 18 fifth- and sixth-grade teachers from Iowa formed three groups. One group took a one-week intensive workshop in the use of the MACOS materials; another took a three-week intensive workshop in anthropology; and the third group took both the one-week and the three-week workshop. During the academic year 1970-71, these teachers introduced MACOS into 14 elementary schools in Iowa. Pretests and posttests were given to the children to determine the amount of cognitive learning and attitude change that occurred. Test results were compared with type of training received by teachers. Also, videotapes were made of the teachers. These were used to determine how accurately teachers used anthropological terminology and whether the type of training received affected teacher methods and techniques. (Summative)

Hager, Ronald Allen. "Transfer Effects of 'Man: A Course of Study' (MACOS) to Other Elementary School Subjects." Unpublished doctoral dissertation. East Lansing, MI: Michigan State University, 1971. 155 pp. DAI Order No. 72-8680.

Two hypotheses were tested in this study: "There seems to be a transfer effect of the MACOS process as reflected in the teacher's written class objectives and procedures, to English and science classes"; and "Students who experience developmentally the MACOS process seem to gradually recognize the MACOS principles enacted in their: 1) English classes, 2) science classes, and 3) MACOS classes." The sixth-grade teachers and students in a single school in Michigan participated in this study. (Summative)

Hanley, Janet P., Dean K. Whitla, Eunice W. Moo, and Arlene S. Walter. *Curiosity, Competence, Community. Man: A Course of Study--An Evaluation*. Cambridge, MA: Education Development Center, 1970. 53 pp. ED 045 461.

This comprehensive evaluation of MACOS by the EDC staff focused on five sets of questions:

1. Does *Man: A Course of Study* help students learn to understand

themselves and others in ways they were incapable of before, and are they able to use this new knowledge in and out of the classroom?

2. Do students gain a more accurate knowledge of specific topics by using these materials?

   Are they better at using evidence (including evidence from all types of media, not only written) and observing natural and social phenomena?

   Can they go beyond specifics to some organizing conjectures about human behavior?

3. Is there a consistent style of pedagogy embedded in *Man: A Course of Study* that is identifiable by and appropriate for different types of students?

   Are the pedagogy and approach of the materials different from those of traditional social studies?

   If so, how does this pedagogy affect learning and class activities?

4. Do teachers' styles change in the course of teaching these materials?

5. How do the socio economic and ability variables affect the teaching and learning of this material?

   Is the course most effective with highly verbal students, or does it work as well for students with poorer reading and writing skills?

   Does a unit function as well in the inner city as in well-to-do suburban systems?

   Are there special motivational values for disadvantaged youngsters in various media?

Data were gathered through pre- and posttesting of pupils, checklists filled out by pupils, classroom observations, interviews of selected pupils, and interviews of selected teachers. During the 1967-68 school year 2,182 pupils in 123 classrooms in 14 school systems were involved; all of these used the MACOS materials. During 1968-69, 821 pupils using MACOS in 39 classrooms in six school systems formed an experimental group and 350 pupils not using MACOS in 14 classrooms in five school systems formed a control group. (Summative)

Herlihy, John G. "Prologue to Change." *Social Education*, 38:5 (May 1974) 451-455.

Most of this article is devoted to describing some of the problems encountered during the installation of MACOS in more than 60 school

districts in five northeastern states during 1969-72. One section of the article, however, summarizes results of student testing and student and teacher feedback. In particular, changes in student preferences for various school subjects are reported; and brief mention is made of changes in student cognitive test scores and teacher and administrator observations of attitude, classroom environment, and teaching strategy variables. (Summative)

Holmes, John L., and Rose Marie Davis. *A Comparative Study of the Effects of a Traditional Social Studies Curriculum at the Sixth Grade Level and "Man: A Course of Study."* Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Research and Development, Project No. 2-J-021, Contract No. OEC-X-72-0029 (057). Ashland, OR: Southern Oregon College, 1972. 19 pp. ED 071 987.

This study compares the effects of the traditional sixth-grade social studies curriculum for Oregon pupils with those of MACOS. Variables studied included creative thinking, as measured by the Torrance Tests of Creative Thinking, and social studies skills achievement, as measured by the Sequential Tests of Education Progress (STEP): Social Studies. Both tests were administered before and after treatment. The control group consisted of 19 pupils, who studied the traditional Latin America curriculum. The experimental group using MACOS, consisted of 20 pupils. Both the control and the experimental groups were in the same school. (Summative)

Joyce, William W. "MACOS: A Report from the Inner-City." *Social Education,* 35:3 (March 1971) 305-308.

This article reports some tentative preliminary findings of a study that was still in progress when the article was being written. At the time of this report, the Netsilik segment of MACOS had been used for two months by a team of two elementary teachers, a graduate intern, and a university professor. The students were sixth graders in one inner-city school in Michigan. They were racially, ethnically, and socioeconomically mixed and represented a wide range of achievement levels, though mostly at the low end of the continuum. The exact number of students is not given. Joyce lists 12 brief observations on the effects of the Netsilik unit,

but in most cases without displaying specific data, since that was not ready at the time of writing. The 12 observations deal with objectives, awareness of internalization of Netsilik behavior patterns, growth of pupil independence in the classroom, responsiveness to aesthetics of the media, growth in vocabularly competence, pupil concern about "getting the right answer," pupil reactions to the seal hunting game, out-of-classroom indicators of pupil interest in the unit, teacher reactions to course flexibility, pupil reactions to violence in the films, pupil concerns about ecological problems, and requirements for teacher success in using the materials. (Summative)

King, Bob. "A Two Year Longitudinal Study of the Impact of 'Man: A Course of Study' Preservice Social Studies Methods Course on the Classroom Teaching of Practicing Professionals." Paper presented at the Annual Meeting of the National Council for the Social Studies, November 1974. 13 pp. ED 102 070.

This study assessed the degree of influence that MACOS and its process approach had on the use of teaching strategies of first- and second-year elementary teachers. Questionnaires were sent to all 265 teachers who had been enrolled in an undergraduate social studies methods course that used MACOS and who were currently in their first or second year of teaching. One hundred sixty-nine of the 265 returned the questionnaires. They were asked which of the teaching strategies associated with MACOS they had used; the list of options included 17 strategies, including comparison and contrast, learning by observing, organizing by theme or concept, small-group discussion, large-group discussion, use of student feedback questionnaires, and use of nonnarrated movies. Also, teachers were asked for perceptions of how greatly MACOS had influenced their choice of teaching strategies, their thinking about what constitutes a good curriculum, their attitudes about how children should be taught, and their thinking about how greater cooperation can be developed in the classroom. (Summative)

Ludes, Matthew John. "A Comparison of the Cognitive Emphasis of the Intended and Practiced Questioning Strategies Employed in the Herring Gull Unit of *Man: A Course of Study*." Unpublished doctoral dissertation. Buffalo, NY: State University of New York, 1971. 211 pp. DAI Order No. 71-28,817.

The purpose of this study was to determine the kinds of teacher questions prompted by MACOS. Specifically, the investigator sought answers to three research questions: (1) Is the cognitive emphasis of the herring gull unit of MACOS significantly different from the cognitive emphasis of typical social studies textbook series? (2) Is the intended cognitive emphasis of the unit significantly different from the actual cognitive emphasis of the teacher in classroom practice? and (3) Is there a significant difference in questioning practices of teachers in their first and second years of teaching MACOS? Taped recordings from 12 teachers in two school districts were analyzed according to Bloom's *Taxonomy of Educational Objectives: Cognitive Domain*. (Summative)

Martin, David S. "Ethnocentrism Toward Foreign Culture in Elementary Social Studies." *Elementary School Journal*, 75:6 (March 1975) 381-88.

Five null hypotheses were tested in this study: (1) pupils' sex, intelligence, dogmatism, and socioeconomic status have no relationship to ethnocentrism; (2) pupils' positive attitude toward American culture has no relationship to enthnocentrism; (3) there will be no difference in ethnocentrism between classes that do and do not investigate cultural analogues between American and Eskimo culture; (4) there will be no difference in ethnocentrism between classes with teacher-centered and with learner-centered social-emotional climates; and (5) there will be no interaction effect on ethnocentrism between social-emotional effect and instructional treatment. Observers assessed 23 public-school classrooms in suburban Boston in order to test these hypotheses. (Summative)

Peckham, Percy D., and Arthur E. Ware. *An Evaluation of "Man: A Course of Study."* Bellevue, WA: Bellevue Public Schools, Research Office of the Administration Division, 1973. 69 pp. ED 081 662.

An evaluation of the MACOS curriculum was conducted during 1969-70 in six elementary schools in Bellevue, three of which were chosen randomly as experimental groups and three as control groups. Teachers for the experimental classes received training in the use of MACOS and used the materials with their classes, while the control-group teachers continued their regular social studies program. Nineteen comparisons were made after one school year to determine how well students in the MACOS program

learned material specific to that program; how well they learned those elements common to both MACOS and the regular program; and how the attitudes of students and teachers were affected by participation in the MACOS program. (Summative)

Rocca, Michael Angelo. "A Study of the Effects of *Man: A Course of Study* on Reading Achievement at the Intermediate-Grade Level." Unpublished doctoral dissertation. University Park, PA: Pennsylvania State University, 1971. 155 pp. DAI Order No. 72-13, 920.

The purpose of this study was to investigate the effects that MACOS had on the reading achievement gain score means of fourth-, fifth-, and sixth-grade children. Eighty pupils from each of the three grade levels were randomly selected from 12 classrooms in four schools in Pennsylvania. Half formed the experimental group, who used MACOS, and half, the control group, who used a textbook-oriented social studies program. (Summative)

Tredwell, Lloyd, and David Zodikoff. "A Study of the Effects of Jerome Bruner's Man: A Course of Study on Social Studies Achievement in Fifth Grade." Paper presented to the Asian American Conference at the University of Massachusetts, December 1974. 8 pp. ED 106 208.

The purpose of this study was to determine the standard achievement test score changes that occur in fifth-grade students using *Man: A Course of Study*. An experimental group of 103 students used MACOS and a control group of 103 students used a traditional social studies course. Controlled variables included sex and I.Q. (Summative)

Youngers, John Cornelius. "A Descriptive Study of the Cognitive Emphasis Expressed in Man: A Course of Study in Social Studies Classes." Unpublished doctoral dissertation. Rochester, NY: University of Rochester, 1972. 113 pp. DAI Order No. 72-28,816.

The purpose of this study was to analyze and describe the types of cognitive questions and answers expressed in MACOS classrooms as compared with non-MACOS classrooms. Twenty MACOS teachers and 20 non-MACOS teachers from 23 elementary schools in 12 suburban districts in New York State participated. Each teacher submitted two 30-minute audiotapes of social studies discussions recorded within a two-week time period. The recordings were analyzed to describe cognitive emphases expressed and patterns of verbal interchange. (Summative)

MANPOWER AND ECONOMIC EDUCATION: A PERSONAL AND SOCIAL APPROACH TO CAREER EDUCATION

Developer: Manpower Development: Opportunities in American Economic Life (MD/OAEL Project), Ohio University

Publisher: Love Publishing Company
1777 South Bellaire
Denver, Colorado 80222

Publication Date: 1973

Grade Level: 7-9

Subject Area: Career Education, Economics

Bennion, Donald H. "Relationships between Factors of Teacher Preparation and Practice and Student Comprehension of Economics in Ohio Public High Schools." Unpublished doctoral dissertation. Athens, OH: Ohio University, 1972. 196 pp. DAI Order No. 72-22.056.

The purpose of this study was to determine the relationship between various characteristics of teacher preparation and practice and student understanding of basic economic concepts. Use of the *Manpower* materials was one of the teacher factors examined. The sample consisted of 1,195 Ohio high school students and 35 randomly selected teachers. (Summative)

Darcy, Robert L., and Phillip E. Powell. *An Experimental Junior High School Course in Occupational Opportunities and Labor Market Processes*. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Project No. BR-5-1203, Grant No. OEG-3-6-051203-2080. Athens, OH: Ohio University, Center for Economic Education, 1968. 611 pp. ED 022 056.

This final report of the Manpower Development Project describes the purpose and procedures of the project, presents the curriculum materials developed, and discusses evaluation procedures and results. The field test attempted to determine the effect of the experimental curriculum on student understanding of economic concepts, attitudes toward work and the American economic system, and certain behaviors such as school attendance and performance in school work. Eight schools in three Ohio school districts participated in the study. The primary experimental group consisted of 620 eighth-grade students while the control group consisted of 551 students. (Formative)

Darcy, Robert L., and Phillip E. Powell. *Manpower Education in a Growing Economy*. Athens, OH: Division of Research, Ohio University, 1968. 71 pp. ED 025 652.

This booklet describes the *Manpower* program and summarizes preliminary field test data on the materials. The evaluation focused on students understanding of basic economic concepts, attitudes toward work and the American economic system, and behavior such as active participation in class discussion and interest in reading about occupations. The experimental group consisted of 750 junior and senior high school students and eight teachers. Approximately 700 students served as a control group. (Formative)

Darcy, Robert L., and Phillip E. Powell. *Manpower and Economic Education: A Personal and Social Approach to Career Education--Teacher's Manual*. Denver, CO: Love Publishing Company, 1974. 72 pp. ED 099 540. Available only from publisher.

Appendix D of this manual contains a summary of various evaluation efforts on the materials. Most of this discussion is based on the earlier Darcy and Powell report (1968). (Formative)

Darcy, Robert L., Richard V. Kauffman, and Edward P. Milker. *Manpower Economic Education and the Transition from School to Work: Impact on a Cohort of Ohio Secondary School Students*. Report, U.S. Department of Labor, Manpower Administration, Office of Research and Development, Report No. DLMA-21-08-73-29. Springfield, VA: National Technical Information Service, 1974. 217 pp. ED 091 581.

The purpose of this study was to use longitudinal data gathered over a five-year period (1967-73) on a cohort of 645 secondary students in Ohio to assess the impact of the *Manpower Economics* curriculum on economic understanding, work attitudes, and education- and employment-related behavior. Most of the statistical analyses were based on a sample of 242 students in three junior high schools in Lancaster, Ohio. (Summative)

MATERIALS AND ACTIVITIES FOR TEACHERS AND CHILDREN (MATCH BOXES)

Developer: Boston Children's Museum

Publisher: American Science and Engineering, Inc.
20 Overland Street
Boston, Massachusetts 02215

Publication Date: 1969-74

Grade Level: 1-6

Subject Area: Social Studies

Kresse, Frederick H. *Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-media Kits for Elementary Schools*. Two vols. Final Report, Project No. 5-0710, Contract No. OE-4-16-019. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, 1968. 85 pp., 310 pp. ED 026 851, ED 026 852.

The 16 MATCH Boxes developed by this project were field tested by a total of 331 teachers (10,000 children) during the fall terms of 1965, 1966, and 1967. Each box was evaluated by 15 to 22 teachers, mostly in the Boston area. No control group was used. Teachers were asked to give feedback about how well the materials suited the curriculum and children's abilities, how the children responded, what the children learned, how the teaching strategies employed compared with their usual strategies, and what difficulties were encountered. Teachers were also asked to give suggestions for improvement. Classroom observers were asked to record the interplay among materials, children, and teachers during the teaching of the units and to comment on the entire situation. Volume I of the final report describes the evaluation procedures and results in narrative form, while Volume II--the appendices--contains the questionnaires, observer forms, and tabular data. (Formative)

Ronchi, Donald M., Ruth S. Nickse, and Richard E. Ripple. *Ability, Performance, Attitudes and Process Education: An Exploratory Investigation of the Relationships that Exist Between Ability, Performance, and Attitudes of Fifth and Sixth Grade Children During Use of Curricula Identified as Process-Oriented*. Final Report. Syracuse, NY: Eastern Regional Institute for Education, 1971. 112 pp. ED 062 723.

This research study sought to answer three questions: (1) "What is the relationship between measures of students' ability (i.e., reading scores and I.Q.) and performance on process-oriented curricula?," (2) "Does the introduction of process-oriented curricula produce any changes in students' performance, personality or attitudes about learning in school?," and (3) "Is video-taping a viable technique for documenting classroom behaviors in a comprehensive, accurate and unobstrusive way?"

The investigators measured small-group performance on arranging pattern blocks and five-letter words before and after use of three MATCH Boxes (*House of Ancient Greece, Japanese Family,* and *The City*); task and non-task oriented verbal behavior during use of the boxes; quality of group work during use (including attending/participating, cooperation/sharing, aggression/nonagression, manipulation/nonmanipulation of materials, independence/self-direction, and emotional climate); attitudes toward problem-solving process before and after use; self-confidence in engaging in creative problem solving before and after use; and various personal and social adjustment variables before and after use of the MATCH Boxes. Also, teacher reactions to the units were obtained. The treatment sample consisted of 20 small groups of five to six students each. These were drawn from ten fifth- and sixth-grade classes in five elementary schools in the state of New York. (Summative)

Sanderson, Barbara A., and Daniel W. Kratochvil. *Materials and Activities for Teachers and Children--The MATCH Program Developed by the Children's Museum, Boston, Massachusetts.* Product Development Report No. 15, U.S. Department of Health, Education, and Welfare, Office of Education, Office of Program Planning and Evaluation, Contract No. OEC-0-70-4892. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1972. 60 pp. ED 061 774.

One section of this report concisely describes the evaluation of the MATCH materials conducted by the development staff, which are reported more fully in the final report (Kresse 1968) of the project. (Formative)

OUR FAMILY OF MAN: A CONCEPTUAL APPROACH TO THE SOCIAL SCIENCES

Authors:	Penrod Moss, Margaret Johnstone Lenz, Mary Reed, and Gwyn Scott Brownlee
Publisher:	Harper and Row, Publishers 10 East 53rd Street New York, New York 10022
Publication Date:	1972
Grade Level:	1-6 (7, 8)
Subject Area:	Social Studies

No evaluation reports available.

OUR WORKING WORLD

Author: Lawrence Senesh

Publisher: Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Publication Date: 1973

Grade Level: 1-3

Subject Area: Economics, Social Studies

Derosier, Robert F. "A Comparison of the Effectiveness of Two Widely Used Sets of Social Studies Instructional Materials in Teaching Economics at the First Grade Level." Unpublished doctoral dissertation. Storrs, CT: University of Connecticut, 1970. 138 pp. DAI Order No. 70-15,530.

The purpose of this study was to compare the effectiveness of two sets of economics materials for the first grade--*Our Working World* (SRA) and *The World of Mankind* (Follett). Six intact first-grade classes from four elementary schools made up the sample. The major variable examined was performance on an economics achievement test. (Summative)

Jefferds, William John. "A Comparison of Two Methods of Teaching Economics in Grade One." Unpublished doctoral dissertation. Berkeley, CA: University of California at Berkeley, 1966. 130 pp. DAI Order No. 67-4971.

The purpose of this study was to determine the effectiveness of *Our Working World* in increasing first-grade students' understanding of economics facts and concepts. Six elementary schools in the San Jose, California, area participated in the study. (Summative)

Larkins, A. Guy. "Assessing Achievement on a First-grade Economics Course of Study." Unpublished doctoral dissertation. Logan, UT: Utah State University, 1968. 203 pp. DAI Order No. 68-13,752.

The primary purpose of this study was to determine whether or not first-grade students could learn basic economics concepts from using *Our Working World: Families at Work*. A secondary objective was to develop appropriate achievement tests to measure that learning. Experimental and control groups were drawn largely from one urban, one rural, and two suburban areas in northern Utah.

Larkins, A. Guy, and James P. Shaver. "Economics Learning in Grade One: The USU Assessment Studies." *Social Education*, 33:8 (December 1969) 958-963.

The article reports on the results of four studies conducted by the authors from May 1966 through May 1967 "to assess the ability of first-grade children to learn the content of *Families at Work* the first-grade component of *Our Working World*." The first three studies each involved six to eight schools and about 150-200 students; the fourth involved 43 classes but still only about 200 students. The method of sampling differed among the four studies. All studies, however, focused primarily on the learning of economics concepts. (Summative)

Myers, Charles B. *Social Studies Innovations 1968-69: A Report of the Social Studies Pilots of the SPEEDIER Project*. Report, U.S. Department of Health, Education, and Welfare, Office of Education, Grant No. OEG-3-7-703596-4396. Palmyra, PA: Curriculum Study Research and Development Council of South Central Pennsylvania, 1969. 67 pp. ED 040 899.

The purpose of this study was to pilot test five new social studies curricula developed by projects during the 1960s. The curricula were the *Holt Social Studies Curriculum* developed at Carnegie-Mellon University, the Taba program, the University of Minnesota project materials, the Greater Cleveland program developed by the Educational Research Council of America, and *Our Working World*. A total of 72 teachers and over 2,500 students from four Pennsylvania counties participated in the pilot studies. The pilot testing of *Our Working World* involved only the grades one through three materials. Nine teachers and 234 students from five school districts participated in the study. The major variables considered were general social studies knowledge and attitudes toward self and school. (Summative)

Shaver, James P., and A. Guy Larkins. *SRA Economics Materials in Grades One and Two*. Report to Salt Lake City School District, Logan, UT: Utah State University, Bureau of Educational Research, 1966. 25 pp. ED 029 700.

The central purpose of the study was to determine whether first- and second-grade students using *Our Working World* made greater gains in understanding economics concepts than students who did not use those materials.

Approximately 400 students from four elementary schools in Salt Lake City, Utah, participated in the study. (Summative)

Spears, Sol. "Children's Concept Learning in Economics Under Three Experimental Curricula." Unpublished doctoral dissertation. Los Angeles, CA: University of California at Los Angeles, 1967. 205 pp. DAI Order No. 67-17,365.

The purpose of this study was to assess the effects of three economics curricula--two locally developed programs and *Our Working World* (SRA). The major variable examined was economics achievement, including performance at both the knowledge and application levels of Bloom's *Taxonomy of Educational Objectives*. The sample consisted of four intact first-grade classrooms in the Culver City Unified School District. A total of 106 students were involved. (Summative)

PATTERNS IN HUMAN HISTORY

Developer:	Anthropology Curriculum Study Project, American Anthropological Association
Publisher:	Macmillan, Inc. School Division 866 Third Avenue New York, New York 10022
Publication Date:	1971
Grade Level:	9-10
Subject Area:	Anthropology

"Report of the Anthropology Curriculum Study Project Research Program." Part II of *Two-Way Mirror: Anthropologists and Educators Observe Themselves and Each Other*. Washington, DC: American Anthropological Association, 1972. 268 pp. ED 080 395.

This volume reports on two types of studies conducted by the Anthropology Curriculum Study Project Research Program: ethnographic studies of the pilot test schools and cognitive studies of the effects of the course on student learning. The findings of the ethnographic studies do not shed direct light on the effectiveness of the course materials, although they provide information on the context within which the cognitive studies took place. The primary aim of the ethnographic studies was to

provide information useful in planning implementation strategies for the course--information on the compatibility of the materials with teacher, student, and administrator values and behavior patterns. Three basic cognitive studies were conducted. Study A examined the influence of the course on students' abilities to infer and to contrast inferences from social data. Study B examined the influence of the course on students' acquisition of the major concepts taught in the course. Study C examined student mastery of a number of subtasks leading up to the acquisition of the concept *social position*, taught in one short lesson of Part I of the course. In addition to these three basic studies, correlational studies were conducted in conjunction with Studies A and B in order to examine the influence of various noncourse variables on attainment of social data processing skills and concept acquisition. One thousand two hundred tenth-grade students from two California communities were involved in the pilot testing of the materials in the spring of 1970. The three studies drew representative samples from these 1,200 students for their experimental groups. Representative samples of tenth-grade world history classes in the same schools were used as the control groups. (Formative)

Tennenberg, Morton S. "The Use of A Criterion-Based Performance Test in Revising a Social Studies Curriculum." Paper presented at the Annual Convention of the American Educational Research Association, 1970. 6 pp. ED 049 988.

This paper is the same as Chapter 12 ("Identifying Status Positions") of Part II of *Two-Way Mirror*, which reports Study C described in that annotation.

PEOPLE/CHOICES/DECISIONS

Developer: Washington University Elementary School Social Studies Project

Publisher: Random House, Inc.
201 East 50th Street
New York, New York 10022

Publication Date: 1973

Grade Level: 4-6

Subject Area: Sociology, Urban Studies

No evaluation reports available.

PEOPLE: CULTURES, TIMES, PLACES

Editors: Richard E. Gross, John V. Michaelis, and Phillip Bacon

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, California 94025

Publication Date: 1976

Grade Level: 1-6

Subject Area: Social Studies

No evaluation reports are available. This set of materials is the revised version of the *Field Social Studies Program*.

PEOPLE AND TECHNOLOGY

Developer: Education Development Center

Publisher: Education Development Center, Inc.
15 Mifflin Place
Cambridge, Massachusetts 02138

Publication Date: 1973

Grade Level: 5-7 (8)

Subject Area: Environmental Education, Social Studies

No evaluation reports available.

PROBLEMS OF AMERICAN SOCIETY

Editor: Gerald Leinwand

Publisher: Washington Square Press
Division of Simon and Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

Publication Date: 1968
Grade Level: 9-12 (7-8)
Subject Area: Contemporary Problems

No evaluation reports are available.

PUBLIC ISSUES SERIES

Developer: Harvard Social Studies Project, Harvard University
Publisher: Xerox Education Publications
Education Center
Columbus, Ohio 43216
Publication Date: 1967-74
Grade Level: 7-12
Subject Area: American History, Contemporary Problems, Political Science

Levin, Malcolm A. "Teaching Public Issues: Some Evaluative Data from the Harvard Project." *Social Education*, 36:8 (December 1972) 883-89.

This article summarizes the procedures and results of a three-year study to determine the effects of a curriculum based on the Harvard Social Studies Project materials (*The Public Issues Series*) on high school students in grades 10-12. Like the earlier Oliver and Shaver studies (1962; 1966), this effort focused on both social studies knowledge and cognitive skills. Specifically, this study measured the effects of the Harvard curriculum on students' understanding and application of basic social science concepts, knowledge of American history and government facts and concepts, and ability to analyze issues in oral dialogue. The experimental group consisted of 50 noncollege-bound, suburban high school students. Three different control groups totalling about 280 students were used. (Summative)

Levin, Malcolm A., Donald W. Oliver, and Fred M. Newmann. *A Law and Social Science Curriculum for the Analysis of Public Issues*. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Project OE-3-10-142. Cambridge, MA: Harvard University, Graduate School of Education, 1969. 389 pp. ED 033 969.

This is the final report of the Harvard Social Studies research project, reported more concisely in Levin (1972). (Summative)

Oliver, Donald W., and James P. Shaver. *The Analyses of Public Controversy: A Study in Citizenship Education*. 2 vols. Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 8145, Contract No. SAE-551. Cambridge, MA: Harvard University, Graduate School of Education, 1962. 338 pp. ED 003 365; 275 pp. ED 003 364.

This final report of the Harvard Social Studies Project describes in detail the conceptual framework, development, and field testing of the Harvard Public Issues materials. Most of the evaluative data, including the data gathering instruments, are found in Volume II. This is the same study reported in Oliver and Shaver (1966). (Formative and Summative?)

Oliver, Donald W., and James P. Shaver. "An Experimental Curriculum Project Carried Out Within the Jurisprudential Framework." In *Teaching Public Issues in the High School*. Boston, MA: Houghton Mifflin, 1966. Pp. 243-326.

The major purpose of this study was to determine the effectiveness of a junior high school curriculum based on the Harvard Social Studies Project materials. The variables focused on were: analytical and critical thinking skills, knowledge of subject matter (especially American history and government), and interest in public issues. Two other aspects of the study examined the relative effectiveness of the Socratic and recitation teaching styles and the relationship between student personality and learning. The student sample was drawn largely from suburban areas and consisted of approximately 500 students--100 experimental and 400 control students. (Formative and Summative?)

Shaver, James P., and Donald W. Oliver. "The Effect of an Experimental Junior High School Social Studies Curriculum upon the Student's Knowledge of American History." *Proceedings of Utah Academy of Sciences, Arts, and Letters*, 40:2 (1963) 225-232.

This study reported on one aspect of the larger research study (Oliver and Shaver 1962, 1966) designed to test the effectiveness of the Harvard Social Studies Project materials (*The Public Issues Series*). This report presents and discusses the effects of those materials on the students' learning of basic American history facts and concepts. (Formative)

Shaver, James P., and Donald W. Oliver. "Teaching Students to Analyze Public Controversy: A Curriculum Project Report." *Social Education*, 28:4 (April 1964) 191-195.

This is a brief summary of the evaluation of the Harvard Social Studies Project materials, reported more completely in Oliver and Shaver (1962, 1966). (Formative and Summative?)

SCOTT, FORESMAN SPECTRA PROGRAM

Editor:	Larry Cuban
Publisher:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
Publication Date:	1971-74
Grade Level:	9-11 (7-12)
Subject Area:	Social Studies

No evaluation reports are available.

SELF-EXPRESSION AND CONDUCT: THE HUMANITIES

Editor:	Paul F. Brandwein
Publisher:	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017
Publication Date:	1974-76
Grade Level:	K-4
Subject Area:	Humanities, Values Education

No hard evaluation data are available. The materials were tried and reviewed by a number of teachers throughout the nation and these results are available from the Center for the Study of Instruction, Harcourt Brace Jovanovich Building, Polk and Geary, San Francisco, California 94109.

SOCIAL EDUCATION PROGRAM

Developer: Southwest Educational Development Laboratory

Publisher: National Educational Laboratory Publishers, Inc.
813 Airport Boulevard
Austin, Texas 78702

Publication Date: 1971-73

Grade Level: 1-3 (4-5)

Subject Area: Affective Education, Social Studies

Dissemination Recommendations on and Descriptions of Exemplary Products: Panel Review of Products (PROP), 1972-1973. Report, National Institute of Education, Contract No. OEC-72-4450. Princeton, NJ: Educational Testing Service, 1973. 103 pp. ED 083 292.

This report gives a very brief summary of the 1970-72 evaluation efforts by the developers of the *Social Education Program* of the Southwest Educational Development Laboratory. (Full reports on this and subsequent project evaluation efforts are not generally available, since the project's evaluation results are used primarily in-house for revision purposes.) According to this report, the first- and second-grade materials were pilot tested in 1970-71 with 1,734 students and 64 teachers. Third-grade materials were tested in 1971-72 with 732 children and 25 teachers. Field-test sites were in Texas, Michigan, Wyoming, Louisiana, Connecticut, and New Mexico. Two types of pre- and posttests were administered to the children: (1) criterion-referenced tests developed by the project to measure achievement of specific course objectives, and (2) the social studies portion of the *Tests of Basic Experiences.* In addition, "user difficulty information" was gathered from teachers. This report does not specify what kinds of course objectives were measured by the criterion-referenced tests. Correlations of test scores with ethnic heritage (Mexican-American and Anglo) were made. (Formative)

THE SOCIAL SCIENCES: CONCEPTS AND VALUES

Editor: Paul F. Brandwein

Publisher: Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Publication Date: 1970-75
Grade Level: K-8
Subject Area: Social Studies, Values Education

No hard evaluation data are available. The materials were tried and reviewed by a number of teachers throughout the nation and these results are available from the Center for the Study of Instruction, Harcourt Brace Jovanich Building, Polk and Geary, San Francisco, California 94109.

SOCIAL SCIENCE LABORATORY UNITS

Developer: Elementary Social Science Education Program, University of Michigan
Publisher: Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
Publication Date: 1969
Grade Level: 4-6 (3-7)
Subject Area: Social Psychology

Fox, Robert S., Ronald Lippitt, and John E. Lohman. *Teaching of Social Science Material in the Elementary School*. Report, U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. E-011. Ann Arbor, MI: University of Michigan, 1964. 213 pp. ED 001 135.

This volume reports on the early development and formative evaluation efforts of the Elementary Social Science Education Program. It covers the years 1960-64. Over a two-year period from 1962-64, various units were taught in a total of 28 classrooms and one day camp. Changes in pupils' use of scientific approaches to the understanding of human behavior were of primary concern to the developers. They also investigated the usefulness of various procedures for cross-age helping and the relationships among children involved in cross-age helping situations. (Formative)

SOCIAL STUDIES: FOCUS ON ACTIVE LEARNING

Authors: John Jarolimek and Bertha Davis

Publisher: Macmillan, Inc.
School Division
866 Third Avenue
New York, New York 10022

Publication Date: 1971

Grade Level: 1-6

Subject Area: Social Studies

No evaluation reports available.

THE TABA PROGRAM IN SOCIAL SCIENCE

Developer: The Taba Curriculum Development Project in Social Studies, San Francisco State College

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, California 94025

Publication Date: 1972-74

Grade Level: K-7

Subject Area: Social Studies

Bennett, Margaret A. "Effects of Participation in the Taba In-Service Education Program on Teachers' Self-Concept, Attitude, and Selected Personality Characteristics." Unpublished doctoral dissertation. Denton, TX: North Texas State University, 1971. 105 pp. DAI Order No. 72-4062.

The purpose of this study was to evaluate the impact of an inservice training program based on the Taba social science curriculum on teachers' self-concept, attitude, and selected personality characteristics, including temperament, dogmatism, and personal relations. The sample consisted of 87 teachers from a large suburban school district who volunteered to participate in the Taba inservice program. (Summative)

"Evaluation of the Hilda Taba Teaching Strategies Program." *Bulletin, Institute for Staff Development*, 111 (February 1972) pp. 1-4.

This article reports on three research studies whose purpose was to determine the effectiveness of the Taba Teaching Strategies Program on

elementary students and teachers. In the first one, "ten randomly selected students from 32 classrooms" (16 with Taba-trained teachers) made up the sample. Student variables included vocabulary, reading comprehension, arithmetic problem solving, self-esteem, and attitudes. In the second study (Bennett 1971) the effects of the Taba program on 87 teachers' self-concept, attitude, and selected personality characteristics were examined. The third study (Stickel 1972) assessed the effects of the Taba training program on teacher verbal behaviors and attitudes on a random sample of 200 elementary teachers in San Diego, California. (Summative)

Miller, Fred. *Strategies for Social Studies*. Arlington Heights, IL: Elk Grove Training and Development Center, 1969. 129 pp. ED 035 659.

The study evaluated the effectiveness of a Taba inservice training program on teacher verbal behavior in the classroom. The sample consisted of 27 teachers and ten administrator/supervisors in Prospect Heights, Illinois. (Summative)

Myers, Charles B. *Social Studies Innovations 1968-1969: A Report of the Social Studies Pilots of the SPEEDIER Project*. Report, U.S. Department of Health, Education, and Welfare, Office of Education, Grant No. OEG-3-7-703596-4396. Palmyra, PA: Curriculum Study Research and Development Council of South Central Pennsylvania, 1969. 67 pp. ED 040 899.

The purpose of this study was to pilot test five new social studies curricula developed by projects during the 1960s. The curricula were the *Holt Social Studies Curriculum* developed at Carnegie-Mellon University, the Taba program, the University of Minnesota project materials, the Greater Cleveland program developed by the Educational Research Council of America, and *Our Working World*. A total of 72 teachers and over 2,500 students from four Pennsylvania counties participated in the pilot studies. The pilot testing of the Taba social studies curriculum involved the materials for grades one through six. Seventeen teachers and 437 students from seven school districts participated in the study. The major variables considered were general social studies knowledge, thinking skills, and attitudes toward self and school. (Summative)

Project ACT (A Project of Advance Critical Thinking). Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, ESEA Title III, Project No. 45-70-003-3. Grove City, OH: South-Western City School District, 1973. 292 pp. ED 086 945.

The purpose of this study was to evaluate a program for developing critical thinking skills in the elementary schools of Grove City, Ohio. The program was based partly on the Taba Teaching Strategies Program, but also used several other teacher and student materials. Variables focused on were teacher discussion behavior, student critical thinking abilities, and student attitudes toward the school and their teachers.

Sanderson, Barbara A., and Jack J. Crawford. *The TABA Social Studies Curriculum: Product Development Report 19*. Report, U.S. Department of Health, Education, and Welfare, Office of Education, Office of Program Planning and Evaluation, Contract No. OEC-0-70-4892. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences; and San Francisco, CA: San Francisco State Taba Social Studies Curriculum Project, 1972. 74 pp. ED 066 388.

The purpose of this study was to compare the performance of sixth-grade students who were taught by ten teachers trained in the Taba program and who were familiar with the curriculum with the performance of student taught by ten teachers who had no experience with the Taba social studies program. Dependent variables focused on were general critical thinking skills such as interpreting data, explaining, generalizing, and applying generalizations. The field test used early versions of the Taba materials and occurred during the 1967-68 school year. Approximately 300 students participated in the study. (Formative)

Stickel, Werner E. "Effects of the Hilda Taba Teaching Strategies Program on Verbal Behavior and Attitudes of Teachers." Unpublished doctoral dissertation. San Diego, CA: United States International University, 1972. 277 pp. DAI Order No. 72-23,505.

The purpose of this study was to assess the effects of an inservice training program based on Taba's instructional strategies on teachers' verbal behavior (interaction analysis) and attitudes toward student feelings, ideas, talk, and questions. The subjects were selected randomly from 1,000 experimental and 1,000 comparison teachers by grade level (K-3, 4-6, 7-8). (Summative)

Taba, Hilda. "Thinking in Elementary School Children." San Francisco, CA: San Francisco State College, 1964. 219 pp. ED 003 285.

The central purpose of this study was to assess the effectiveness of the experimental Taba social science curriculum on the development of thinking in elementary students. The sample consisted of 20 classrooms and nearly 500 students in grades two through six. Specific cognitive tasks tested included inference drawing, overgeneralizing, discriminating, classifying, and predicting consequences. (Formative)

Wallen, Norman E., Mary C. Durkin, Jack R. Fraenkel, Anthony J. McNaughton, and Enoch I. Sawin. *The TABA Curriculum and Development Project in Social Studies: Development of a Comprehensive Curriculum Model for Social Studies for Grades One Through Eight Inclusive of Procedures for Implementation and Dissemination.* Final Report, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Project No. 5-1314, Grant No. OE-6-10-182. San Francisco, CA: San Francisco State College, 1969. 374 pp. ED 040 106.

This final report of the Taba Curriculum Development Project describes the curriculum, the teacher inservice activities devised to implement it, and an evaluation study that attempted to assess effects of the curriculum and training program. The evaluation study is the same as that reported by Sanderson and Crawford (1972). (Formative and Summative)

Wilhelms, Fred. T. "The Education of Intellect: The Influence of Environment and Education." *NASSP Bulletin*, 53:336 (April 1969) pp. 1-36

This article discusses the early research findings of the Taba Curriculum Development Project in Social Studies (1966). (Formative)

TOWARD AFFECTIVE DEVELOPMENT (TAD)

Authors:	Henry Dupont, Ovitta Sue Gardner, and David S. Brody
Publisher:	American Guidance Service, Inc. Publishers' Building Circle Pines, Minnesota 55014
Publication Date:	1974
Grade Level:	3-6 (7-8)
Subject Area:	Affective Education, Career Education, Values Education

LeCapitaine, John E. "Creating an Awareness of Alternative[illegible]o Psycho-Social Situations in Elementary School Children." Unpublished master's thesis. Eau Claire, WI: University of Wisconsin, 1975. 35 pp. SO 009 597.

The purpose of this study was to determine the effectiveness of 18 lessons from the TAD program in creating an awareness of alternatives to psychosocial situations depicted on a set of pictures. The sample consisted of 60 sixth-grade students randomly selected from a population of 111 and divided randomly into two treatment and two nontreatment groups. (Summative)

THE VALUING APPROACH TO CAREER EDUCATION

Developer:	The Fusion of Applied and Intellectual Skills, University of Florida
Publisher:	Education Achievement Corporation P.O. Box 7310 Waco, Texas 76710
Publication Date:	1973-74
Grade Level:	K-8
Subject Area:	Affective Education, Career Education, Values Education

Parks, Beverly J. "An Exploratory Study of the Effects of a Career Oriented Curriculum." Unpublished doctoral dissertation. Greeley, CO: University of Northern Colorado, 1974. 179 pp. DAI Order No. 74-24,501.

The purpose of this doctoral study was to determine the effects of a career education program, which included but was not restricted to materials from *The Valuing Approach to Career Education, 3-5 Series*, upon career awareness and occupational role identification of elementary students in grades three through five. Six intact elementary classes (three experimental and three control) from three Greeley, Colorado, public schools participated in the study. The sample consisted of approximately 200 students. (Summative)

Smith, M. F. "FAIS: The Fusion of Applied and Intellectual Skills." Final Research Report. Gainesville, FL: P.K. Yonge Laboratory School, College of Education, University of Florida, 1974. 163 pp.

The purpose of this study was to obtain formative field-test data for the developers prior to the final revision of the kindergarten through grade five series of *The Valuing Approach to Career Education*. The study was designed to assess the effects of participation in the new values-oriented career education program on teacher attitudes and student cognitive and affective growth. The teacher variables were: attitudes toward a variety of career-oriented educational tasks (such as "influencing children's career choices"); attitudes toward a sample of occupations; and rankings of selected educational goals. Particular emphasis was placed on the goal of helping children formulate their own value systems. Student variables focused on included: positive self-concept; attitudes toward a sample of occupations; and ability to make statements about the world of work and the effects of work on the individual and society. The sample was drawn from three Florida counties and consisted of approximately 1,500 experimental students, 1,300 control students, and 50 experimental teachers in kindergarten through grade five. (Formative)

VOICES FOR JUSTICE: ROLE PLAYING IN DEMOCRATIC PROCEDURES

Developer:	Committee on Civic Education, University of California at Los Angeles
Publisher:	Ginn and Company Lexington, Massachusetts 02173
Publication Date:	1970
Grade Level:	6-8 (9-12)
Subject Area:	American Government/Civics, Legal Education, Political Science

No evaluative reports available.

WINDOWS ON OUR WORLD

Editor:	Lee Anderson
Publisher:	Houghton Mifflin Company One Beacon Street Boston, Massachusetts 02107
Publication Date:	1976

Grade Level: K-6

Subject Area: Social Studies

Although evaluation reports have not been published, the publisher will furnish information on formative evaluation of the materials on request.

WORLD CULTURES PROGRAM

Authors: Irwin Isenberg, James A. Hudson, Matthew Mestrovic, Daniel Chu, Allen R. Boyd, John Nickerson, and Hope R. Ludlow

Publisher: Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Publication Date: 1972-73

Grade Level: 7-9

Subject Area: World Cultures

No evaluation reports available.

THE WORLD OF MANKIND

Editors: Charles N. Quigley and Robert H. Ratcliffe

Publishers: Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Publication Date: 1973

Grade Level: 1-6 (7-8)

Subject Area: Social Studies

Derosier, Robert F. "A Comparison of the Effectiveness of Two Widely Used Sets of Social Studies Instructional Materials in Teaching Economics at the First Grade Level." Unpublished doctoral dissertation. Storrs, CT: University of Connecticut, 1970. 138 pp. DAI Order No. 70-15,530.

The purpose of this study was to compare the effectiveness of two first-grade sets of economics materials--*Our Working World* (SRA) and *The World of Mankind* (Follett). Six intact first-grade classes from four elementary schools comprised the sample. The major variable examined was performance on an economics achievement test. (Summative)

WORLD STUDIES INQUIRY SERIES

Editor:	Robin J. McKeown
Publisher:	Addison-Wesley 2725 Sand Hill Road Menlo Park, California 94205
Publication Date:	1969-73
Grade Level:	7-12
Subject Area:	World Cultures

No evaluation reports available.

YOUR RIGHTS AND RESPONSIBILITIES AS AN AMERICAN CITIZEN

Developer:	Committee on Civic Education, University of California at Los Angeles
Publisher:	Ginn and Company Lexington, Massachusetts 02173
Publication Date:	1967
Grade Level:	4-6 (7-10)
Subject Area:	American Government/Civics, Legal Education, Political Science

No evaluation reports available.

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